

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

## Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

#### INDICATOR / STANDARD

Print Concepts

EXPECTATION / INDICATOR

1.RF.1.

Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

#### INDICATOR / STANDARD

Phonemic Awareness

EXPECTATION / INDICATOR

1.RF.2.

Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

#### INDICATOR / STANDARD

Decoding

EXPECTATION / INDICATOR

1.RF.5.

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.1.</b>	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.5.a.</b>	Plan by generating ideas for writing through oral discussions and drawings;
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.5.b.</b>	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.7.a.</b>	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.8.a.</b>	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.8.b.</b>	<b>Punctuation –</b>
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<b>INDICATOR</b>	<b>1.W.8.b.i.</b>	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness
EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
EXPECTATION / INDICATOR	1.RF.3.	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)
EXPECTATION / INDICATOR	1.RF.4.	Segment individual phonemes in one-syllable words. (E)

STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

INDICATOR / STANDARD		Decoding
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
STANDARD / STRAND	Grade 1 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.c.	Encoding –
INDICATOR	1.W.8.c.i.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.ii.	Correctly spelling words with common spelling patterns.

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

## Language Arts

STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness
EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.8.b.	<b>Punctuation –</b>
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INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.c.	Encoding –

INDICATOR	1.W.8.c.I.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
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INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.

INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 03: Pre-Writng, p. 49-55

## Indiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2023

<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
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<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	<b>1.W.8.c.</b>	<b>Encoding –</b>
INDICATOR	1.W.8.c.I.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>

INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

#### INDICATOR / STANDARD

#### Phonemic Awareness

#### EXPECTATION / INDICATOR

1.RF.2.

Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

#### INDICATOR / STANDARD

#### Decoding

#### EXPECTATION / INDICATOR

1.RF.5.

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

#### EXPECTATION / INDICATOR

1.RF.7.

Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

#### INDICATOR / STANDARD

1.RC.2.

Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.

#### INDICATOR / STANDARD

1.RC.3.

Using key details, identify and describe the elements of plot, character, and setting. (E)

#### INDICATOR / STANDARD

1.RC.5.

Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 05: Pre-Writing, p. 65-71

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
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INDICATOR / STANDARD		<b>Print Concepts</b>
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EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness
EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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# Indiana Academic Standards

## Language Arts

Grade 1 - Adopted: 2023

### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness

EXPECTATION / INDICATOR 1.RF.2. Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR 1.RF.5. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR 1.RF.7. Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.

INDICATOR / STANDARD 1.RC.3. Using key details, identify and describe the elements of plot, character, and setting. (E)

INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	1.W.8.b.	<b>Punctuation –</b>

INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND**                      **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND**                      **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Print Concepts</b>

EXPECTATION / INDICATOR      1.RF.1.      Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD / STRAND**                      **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>

EXPECTATION / INDICATOR      1.RF.5.      Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR      1.RF.7.      Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

**STANDARD / STRAND**                      **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.

INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	1.W.8.b.	<b>Punctuation –</b>

INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Print Concepts</b>
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Phonemic Awareness</b>
EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness

EXPECTATION / INDICATOR	1.RF.4.	Segment individual phonemes in one-syllable words. (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
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INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 10: Unit 2 Writing from Notes, p. 109-115

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
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INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
<b>STANDARD / STRAND</b>		<b>Grade 1 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
<b>STANDARD / STRAND</b>		<b>Grade 1 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>		<b>Grade 1 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>		<b>Grade 1 English/Language Arts</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:



EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

# Indiana Academic Standards

## Language Arts

### Grade 1 - Adopted: 2023

#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness

EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
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EXPECTATION / INDICATOR	1.RF.3.	Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E)
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EXPECTATION / INDICATOR	1.RF.4.	Segment individual phonemes in one-syllable words. (E)
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#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

## Grade 1 English/Language Arts

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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## Grade 1 English/Language Arts

INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 12: Unit 2 Writing from Notes, p. 125-132

## Language Arts

Grade 1 - Adopted: 2023

## Grade 1 English/Language Arts

PROFICIENCY STATEMENT /	Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
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INDICATOR / STANDARD	Print Concepts
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EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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## Grade 1 English/Language Arts

PROFICIENCY STATEMENT /	Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
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INDICATOR /	Phonemic Awareness
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EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
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## Grade 1 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>

<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;

EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
<b>EXPECTATION / INDICATOR</b>	<b>1.W.8.b.</b>	<b>Punctuation –</b>

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
<b>INDICATOR / STANDARD</b>	<b>1.CC.1.</b>	<b>Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</b>

INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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## Indiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.**

#### INDICATOR / STANDARD

#### Print Concepts

EXPECTATION / INDICATOR

1.RF.1.

Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.**

#### INDICATOR / STANDARD

#### Decoding

EXPECTATION / INDICATOR

1.RF.5.

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR

1.RF.7.

Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.**

INDICATOR / STANDARD

1.RC.2.

Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.

INDICATOR / STANDARD

1.RC.3.

Using key details, identify and describe the elements of plot, character, and setting. (E)

INDICATOR / STANDARD

1.RC.5.

Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

INDICATOR / STANDARD

1.RC.7.

Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

INDICATOR / STANDARD

1.RC.9.

Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:



EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –
INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Print Concepts</b>
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
<b>STANDARD / STRAND</b> <b>Grade 1 English/Language Arts</b>		
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>

INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 1.CC.1. Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

INDICATOR / STANDARD 1.CC.5. Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR 1.RF.5. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

**Indiana Academic Standards****Language Arts****Grade 1 - Adopted: 2023****STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness

EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –
INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
Week 17: Unit 3 Retelling Narrative Stories, p. 169-175		

**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Print Concepts</b>

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Phonemic Awareness</b>

EXPECTATION / INDICATOR	1.RF.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –
INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b>		
<b>STANDARD / STRAND</b>		

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</b>
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Print Concepts</b>

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)

INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 1.CC.1. Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

INDICATOR / STANDARD 1.CC.5. Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

**Indiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR 1.RF.5. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.c.	Encoding –

INDICATOR	1.W.8.c.I.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
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INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND**

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

**INDICATOR /  
STANDARD****Print Concepts**

EXPECTATION /  
INDICATOR

1.RF.1.

Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND**

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

**INDICATOR /  
STANDARD****Phonemic Awareness**

EXPECTATION /  
INDICATOR

1.RF.2.

Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND**

Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.

**INDICATOR /  
STANDARD****Decoding**

EXPECTATION /  
INDICATOR

1.RF.5.

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

EXPECTATION /  
INDICATOR

1.RF.7.

Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

EXPECTATION /  
INDICATOR

1.RF.8.

Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND**

Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

INDICATOR /  
STANDARD

1.RC.3.

Using key details, identify and describe the elements of plot, character, and setting. (E)

INDICATOR /  
STANDARD

1.RC.5.

Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	



PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.i. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.c.	Encoding –

INDICATOR	1.W.8.c.III	Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 22: Unit 5 Writing from Pictures, p. 215-221

**Indiana Academic Standards****Language Arts**

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
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INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 23: Unit 5 Writing from Pictures, p. 223-229

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
STANDARD / STRAND	Grade 1 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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STANDARD / STRAND	Grade 1 English/Language Arts
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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STANDARD / STRAND	Grade 1 English/Language Arts
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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STANDARD / STRAND	Grade 1 English/Language Arts
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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STANDARD / STRAND	Grade 1 English/Language Arts
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PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Phonemic Awareness

EXPECTATION / INDICATOR 1.RF.2. Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)

#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR 1.RF.5. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

#### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
INDICATOR / STANDARD	1.W.8.	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.I. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR 1.RF.1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD / STRAND** **Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.5.	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD /  
STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.7.	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
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INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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Week 26: Unit 7 Inventive Writing, p. 249-255

**Indiana Academic Standards****Language Arts**

Grade 1 - Adopted: 2023

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.</b>
<b>INDICATOR / STANDARD</b>		<b>Decoding</b>

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</b>
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
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INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
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INDICATOR / STANDARD	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD / STRAND**

**Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
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# Indiana Academic Standards

## Language Arts

Grade 1 - Adopted: 2023

### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).
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### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
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EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)
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### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
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INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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### STANDARD / STRAND Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:

EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

## Indiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts

EXPECTATION / INDICATOR      1.RF.1.      Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding

EXPECTATION / INDICATOR      1.RF.8.      Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD      1.RC.5.      Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

INDICATOR / STANDARD      1.RC.7.      Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.

INDICATOR / STANDARD      1.RC.8.      Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)

INDICATOR / STANDARD      1.RC.9.      Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.5.</b>	<b>With support, apply the writing process to:</b>
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EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
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EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.7.</b>	<b>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
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**STANDARD / STRAND** **Grade 1 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.</b>
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<b>INDICATOR / STANDARD</b>	<b>1.W.8.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
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<b>EXPECTATION / INDICATOR</b>	<b>1.W.8.b.</b>	<b>Punctuation –</b>
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INDICATOR	1.W.8.b.i.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
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**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND****Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.****INDICATOR /  
STANDARD**

1.CC.1.

Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)

**INDICATOR /  
STANDARD**

1.CC.5.

Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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

**Indiana Academic Standards****Language Arts**

Grade 1 - Adopted: 2023

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND****Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.****INDICATOR /  
STANDARD****Print Concepts****EXPECTATION /  
INDICATOR**

1.RF.1.

Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND****Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.****INDICATOR /  
STANDARD****Decoding****EXPECTATION /  
INDICATOR**

1.RF.5.

Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)

**EXPECTATION /  
INDICATOR**

1.RF.7.

Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts****PROFICIENCY  
STATEMENT /  
SUBSTRAND****Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.**

INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>	<b>Grade 1 English/Language Arts</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –

INDICATOR 1.W.8.b.i. Correctly using a period, question mark, and exclamation mark at the end of a sentence.

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

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## Indiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2023

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	1.RF.1.	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).

#### STANDARD / STRAND

#### Grade 1 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode.
INDICATOR / STANDARD		Decoding
EXPECTATION / INDICATOR	1.RF.5.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E)
EXPECTATION / INDICATOR	1.RF.7.	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
INDICATOR / STANDARD	1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
INDICATOR / STANDARD	1.RC.7.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
INDICATOR / STANDARD	1.RC.8.	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)
INDICATOR / STANDARD	1.RC.9.	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.3.	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.5.	With support, apply the writing process to:
EXPECTATION / INDICATOR	1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
EXPECTATION / INDICATOR	1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;

**STANDARD /  
STRAND****Grade 1 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:

EXPECTATION / INDICATOR	1.W.7.a.	Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
EXPECTATION / INDICATOR	1.W.7.b.	Verbs – Using sentences with verbs to convey a sense of past, present, and future.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	1.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	1.W.8.b.	Punctuation –
INDICATOR	1.W.8.b.I.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
INDICATOR / STANDARD	1.CC.5.	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.