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

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

		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.l.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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 02: Pre-Writing, p. 41-47

Indiana Academic Standards

		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.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.
STATEMENT /	1.W.8.	

INDICATOR	1.W.8.b.l.	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		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.l.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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 03: Pre-Writng in 49-55

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

		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		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.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.l.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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 04: Pre-Writing, p. 57-63

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

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

Indiana Academic Standards

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 /	1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)

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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.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.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.
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)

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		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.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.
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.l.	Correctly using a period, question mark, and exclamation mark at the end of a sentence.

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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 07: Pre-Writing, p. 81-87

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

INDICATOR	1.W.8.b.l.	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 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

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)

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)
1.RF.8.	Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.
	Grade 1 English/Language Arts
	Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
1.RC.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.
1.RC.3.	Using key details, identify and describe the elements of plot, character, and setting. (E)
1.RC.5.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
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.
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.
1.RC.10.	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)
	Grade 1 English/Language Arts
	Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
1.W.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
	Grade 1 English/Language Arts
	Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
1.W.5.	With support, apply the writing process to:
1.W.5.a.	Plan by generating ideas for writing through oral discussions and drawings;
1.W.5.b.	Develop drafts in pictorial or written form by organizing ideas;
	1.RC.3. 1.RC.5. 1.RC.7. 1.RC.9. 1.W.1.

STANDARD / STRAND	Grade 1 English/Language Arts
PROFICIENCY	W-i+:

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

Indiana Academic Standards

Language Arts

		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.4.	Segment individual phonemes in one-syllable words. (E)

Grade 1 English/Language Arts

STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
INDICATOR / 1. STANDARD	.W.7.	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
EXPECTATION / 1 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 / 1. STANDARD	.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / 1	1.W.8.a.	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun l.
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 / 1. STANDARD	.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / 1.	.W.8.b.	Punctuation –
INDICATOR 1	1.W.8.b.l.	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 / 1 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 / 1 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 10: Unit 2 Writing from Notes, p. 109-115

	Grade 1	L - Ado	pted: 2023
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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 /		Print Concepts
STANDARD		
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.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;
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.
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.l.	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.

		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)
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).
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;
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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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.l.	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.
STATEMENT /	1.CC.1.	

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

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)
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;
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.
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.l.	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 13: Unit 2 Writing from Notes, p. 133-139

Indiana Academic Standards

		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)
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;
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.
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.
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

		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.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;
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:
	1.W.7. 1.W.7.a.	
ST ANDARD EXPECTATION /		focusing on: Nouns/Pronouns – Using sentences that include common and proper nouns and personal
EXPECTATION / INDICATOR STANDARD /		Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /		Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. Grade 1 English/Language Arts Writing – Learning Outcome: Students produce writing for a variety of purposes

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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.
STANDARD / STRAND		Grade 1 English/Language Arts
		Grade 1 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
PROFICIENCY STATEMENT /	1.CC.1.	Communication and Collaboration – Learning Outcome: Students actively listen and

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)
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)
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;
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.

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Grade 1 English/Language Arts

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

Indiana Academic Standards

Language Arts

		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).

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.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).
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;

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.
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.l.	Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence.
INDICATOR STANDARD /		Correctly using a period, question mark, and exclamation mark at the end of a sentence.
INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /		Correctly using a period, question mark, and exclamation mark at the end of a sentence. Grade 1 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively listen and
INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	1.W.8.b.l.	Correctly using a period, question mark, and exclamation mark at the end of a sentence. Grade 1 English/Language Arts Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions. Participate in collaborative conversations about grade-appropriate topics and texts with peers and

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

		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.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).
STANDARD / STRAND		Grade 1 English/Language Arts
PROFICIENCY		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;
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.
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.
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
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)
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)
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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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.l.	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.
SUBSTRAIND		3 1
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)

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

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.
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		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.l.	Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
INDICATOR	1.W.8.c.II.	Correctly spelling words with common spelling patterns.
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 20: Unit 4 Summarizing a Reference, p. 195-201

		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)
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)
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.
	1.W.7.a.	
INDICATOR ST ANDARD /	1.W.7.a.	pronouns.
STANDARD / STRAND PROFICIENCY STATEMENT /	1.W.8.	pronouns. Grade 1 English/Language Arts Writing – Learning Outcome: Students produce writing for a variety of purposes
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Grade 1 English/Language Arts Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.

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.l.	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 /	1.CC.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and
STANDARD		adults in small and larger groups. (E)

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)

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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
		Grade 1 English/Language Arts Writing – Learning Outcome: Students produce writing for a variety of purposes applying their knowledge of language and sentence structure.
PROFICIENCY STATEMENT /	1.W.7.	Writing – Learning Outcome: Students produce writing for a variety of purposes

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

Indiana Academic Standards

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)

STANDARD / Grade 1 English/Language Arts

1.RF.8.

EXPECTATION /

INDICATOR

STRAND

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.

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

STANDARD / Grade 1 English/Language Arts STRAND

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 / Grade 1 English/Language Arts STRAND

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

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 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).
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).
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;
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.
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.l.	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 24: Unit 5 Writing from Pictures, p. 231-237

		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		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;
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.
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.l.	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

		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.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).
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.

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Grade 1 English/Language Arts

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

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 /		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.
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.
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.
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.l.	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.

Indiana Academic Standards

		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).
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 /	Writing – Learning Outcome: Stu

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.
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.l.	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 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.
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.
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.
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.

SUBSTRAND 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.l. 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 29: Revisiting Unit 3, p. 275-282

		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).
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;
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.
ST ANDARD /		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.l.	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)

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

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.
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.
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.l.	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.