

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

**Secondary Criteria:** Louisiana Academic Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### Louisiana Academic Standards

#### Language Arts

Grade 1 - Adopted: 2019

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Key Ideas and Details

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Craft and Structure

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Integration of Knowledge and Ideas

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Range of Reading and Level of Text Complexity

PERFORMANCE  
EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### STRAND RF.1. Reading Standards for Foundational Skills

##### TITLE Print Concepts

PERFORMANCE  
EXPECTATION RF.1.1. Demonstrate understanding of the organization and basic features of print.

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

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
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**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
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<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1f.	Use frequently occurring adjectives.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.1.2b.	Use end punctuation for sentences.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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WEEK 32 P. 299 -

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
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<b>TITLE</b>		<b>Print Concepts</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
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TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
TITLE		Conventions of Standard English

PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
STRAND	L.1.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

STRAND	RL.1.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas

PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3f.	Read words with inflectional endings.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>

PERFORMANCE EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND	L.1.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
STRAND	L.1.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

STRAND	RL.1.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas



PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**                      **SL.1.**                      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**STRAND**                      **L.1.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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**STRAND**                      **L.1.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2b.	Use end punctuation for sentences.
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INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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INDICATOR	L.1.2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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**STRAND**                      **L.1.**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

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

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

## Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
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PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
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<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
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<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
STRAND	SL.1.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration

<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
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<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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INDICATOR	L.1.1d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
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INDICATOR	L.1.1f.	Use frequently occurring adjectives.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 05: Pre-Writing, p. 65-71		
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<b>Louisiana Academic Standards</b>		
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<b>Language Arts</b>		
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Grade 1 - Adopted: 2019		
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
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PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2a.	Capitalize dates and names of people.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>



INDICATOR	L.1.5a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATOR	L.1.5b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
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INDICATOR	RF.1.3d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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INDICATOR	RF.1.3e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
STRAND	L.1.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Week 07: Pre-Writing, p. 81-87		
Louisiana Academic Standards		
Language Arts		
Grade 1 - Adopted: 2019		
STRAND	RL.1.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**STRAND**                      **SL.1.**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**                      **SL.1.**                      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**STRAND**                      **L.1.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.

**STRAND**                      **L.1.**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.

**STRAND**                      **L.1.**                      **Language Standards**

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

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

**Louisiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2019

**STRAND**                      **RL.1.**                      **Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3f.	Read words with inflectional endings.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>

INDICATOR	L.1.4c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>



PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATOR	RF.1.3e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>

PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1h.	Use determiners (e.g., articles, demonstratives).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2a.	Capitalize dates and names of people.

INDICATOR	L.1.2b.	Use end punctuation for sentences.
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**STRAND L.1. Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 11: Unit 2 Writing from Notes, p. 117-123

**Louisiana Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2019**

**STRAND RL.1. Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
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PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**STRAND RL.1. Reading Standards for Literature**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**STRAND RL.1. Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**STRAND RL.1. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	RF.1.2d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
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TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
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TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1f.	Use frequently occurring adjectives.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.1.2b.	Use end punctuation for sentences.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
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TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

**STRAND** **RL.1.** **Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
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PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**STRAND** **RL.1.** **Reading Standards for Literature**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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**STRAND** **RL.1.** **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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**STRAND** **RL.1.** **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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**STRAND** **RF.1.** **Reading Standards for Foundational Skills**

TITLE		Print Concepts
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PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**STRAND** **RF.1.** **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
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PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR      RF.1.3a.      Know the spelling-sound correspondences for common consonant digraphs.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR      RF.1.4b.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR      SL.1.1a.      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATOR      SL.1.1b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION      SL.1.5.      Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE EXPECTATION      SL.1.6.      Produce complete sentences when appropriate to task, audience, and situation.

**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR      L.1.1a.      Legibly print all upper- and lowercase letters.

INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2a.	Capitalize dates and names of people.
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INDICATOR	L.1.2b.	Use end punctuation for sentences.
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<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANC E EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

<b>Louisiana Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2019</b>		
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANC E EXPECTATION	RL.1.2.b.	Recognize and understand the central message or lesson.
PERFORMANC E EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANC E EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>

PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1a.	Legibly print all upper- and lowercase letters.

INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.

**STRAND L.1. Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.1.2b. Use end punctuation for sentences.

**STRAND L.1. Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR L.1.4b. Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.

**STRAND L.1. Language Standards**

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

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

**Louisiana Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2019**

**STRAND RL.1. Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.1.4b.	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND	W.1.	Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND	SL.1.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND	SL.1.	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND	SL.1.	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.



**STRAND**      **L.1.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.1.4b.	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

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

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

**Louisiana Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2019

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

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

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1d.	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.

**STRAND L.1. Language Standards**

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

**STRAND L.1. Language Standards**

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

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

**STRAND RL.1. Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RI.1.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
<b>STRAND</b>	<b>RI.1.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND</b>	<b>RI.1.</b>	<b>Reading Standards for Informational Text</b>
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
TITLE		Fluency
PERFORMANCE EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.

<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND	RF.1.	Reading Standards for Foundational Skills

<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>

PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
STRAND	L.1.	Language Standards
TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND	L.1.	Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

STRAND	RL.1.	Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND	RL.1.	Reading Standards for Literature

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RL.1.	Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
PERFORMANCE EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND	RI.1.	Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND	RF.1.	Reading Standards for Foundational Skills
TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND	RF.1.	Reading Standards for Foundational Skills

<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3f.	Read words with inflectional endings.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1f.	Use frequently occurring adjectives.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.1.2b.	Use end punctuation for sentences.
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**STRAND**      **L.1.**      **Language Standards**

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

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.



INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.

INDICATOR	L.1.2d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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**STRAND L.1. Language Standards**

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

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

**Louisiana Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2019**

**STRAND RL.1. Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND RL.1. Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

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

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR      RF.1.4b.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR      SL.1.1a.      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATOR      SL.1.1b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION      SL.1.5.      Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.

<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>

PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>

PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
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<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
INDICATOR	RF.1.3f.	Read words with inflectional endings.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
INDICATOR	L.1.1i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
INDICATOR	L.1.4c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Week 24: Unit 5 Writing from Pictures, p. 231-237		

# Louisiana Academic Standards

## Language Arts

Grade 1 - Adopted: 2019

### STRAND RL.1. Reading Standards for Literature

#### TITLE Key Ideas and Details

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

### STRAND RL.1. Reading Standards for Literature

#### TITLE Craft and Structure

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

### STRAND RL.1. Reading Standards for Literature

#### TITLE Integration of Knowledge and Ideas

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

### STRAND RL.1. Reading Standards for Literature

#### TITLE Range of Reading and Level of Text Complexity

PERFORMANCE  
EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### STRAND RF.1. Reading Standards for Foundational Skills

#### TITLE Print Concepts

#### PERFORMANCE EXPECTATION RF.1.1. Demonstrate understanding of the organization and basic features of print.

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

### STRAND RF.1. Reading Standards for Foundational Skills

#### TITLE Phonological Awareness

#### PERFORMANCE EXPECTATION RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words.

INDICATOR RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR      RF.1.3a.      Know the spelling-sound correspondences for common consonant digraphs.

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION      W.1.5.      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR      SL.1.1a.      Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATOR      SL.1.1b.      Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION      SL.1.2.      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION      SL.1.5.      Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE EXPECTATION      SL.1.6.      Produce complete sentences when appropriate to task, audience, and situation.

**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR      L.1.1b.      Use common, proper, and possessive nouns.



INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2a.	Capitalize dates and names of people.

INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RL.1.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>

PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Print Concepts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>STRAND</b>	<b>RF.1.</b>	<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>STRAND</b>	<b>W.1.</b>	<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>

<b>PERFORMANCE EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Key Ideas and Details

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Craft and Structure

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Integration of Knowledge and Ideas

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

#### STRAND RL.1. Reading Standards for Literature

##### TITLE Range of Reading and Level of Text Complexity

PERFORMANCE  
EXPECTATION RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### STRAND RF.1. Reading Standards for Foundational Skills

##### TITLE Print Concepts

##### PERFORMANCE EXPECTATION RF.1.1. Demonstrate understanding of the organization and basic features of print.

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

#### STRAND RF.1. Reading Standards for Foundational Skills

##### TITLE Phonological Awareness

##### PERFORMANCE EXPECTATION RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words.

**STRAND**      **W.1.**      **Writing Standards**

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

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.

INDICATOR	L.1.1f.	Use frequently occurring adjectives.
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STRAND	L.1.	Language Standards
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TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.

STRAND	L.1.	Language Standards
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TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2019

STRAND	RL.1.	Reading Standards for Literature
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TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND	RL.1.	Reading Standards for Literature
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TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND	RL.1.	Reading Standards for Literature
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TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.

**STRAND**      **W.1.**      **Writing Standards**

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

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019



**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**STRAND**      **RL.1.**      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RI.1.**      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**STRAND**      **RI.1.**      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STRAND**      **W.1.**      **Writing Standards**

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

**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**STRAND**      **W.1.**      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**      **RF.1.**      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**STRAND**      **W.1.**      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**STRAND**      **SL.1.**      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
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**STRAND**      **L.1.**      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
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INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Louisiana Academic Standards

### Language Arts

Grade 1 - Adopted: 2019

<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANCE EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANCE EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	<b>RL.1.</b>	<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**STRAND**                      **RF.1.**                      **Reading Standards for Foundational Skills**

TITLE		Print Concepts
PERFORMANCE EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

INDICATOR	RF.1.1a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**STRAND**                      **RF.1.**                      **Reading Standards for Foundational Skills**

TITLE		Phonological Awareness
PERFORMANCE EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	RF.1.2a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**STRAND**                      **RF.1.**                      **Reading Standards for Foundational Skills**

TITLE		Phonics and Word Recognition
PERFORMANCE EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3f.	Read words with inflectional endings.
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**STRAND**                      **W.1.**                      **Writing Standards**

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

**STRAND**                      **W.1.**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**STRAND**                      **W.1.**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**STRAND**                      **SL.1.**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND</b>	<b>SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task, audience, and situation.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	L.1.1f.	Use frequently occurring adjectives.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2b.	Use end punctuation for sentences.
<b>STRAND</b>	<b>L.1.</b>	<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**STRAND**                      **L.1.**                      **Language Standards**

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