Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Maryland College and Career-Ready Standards

Language Arts

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

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

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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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Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards

TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

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

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
OBJECTIVE	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.
OBJECTIVE	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.1.3.f.	Read words with inflectional endings.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
OBJECTIVE	L.1.5.b.	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 / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

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

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.

OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
OBJECTIVE	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
OBJECTIVE	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
OBJECTIVE	L.1.5.b.	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 / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
OBJECTIVE	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts

INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.

OBJECTIVE	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.a.	Capitalize dates and names of people.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
OBJECTIVE	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
OBJECTIVE	L.1.5.b.	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 / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**

INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
OBJECTIVE	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.

OBJECTIVE	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
OBJECTIVE	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

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

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	L.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022		

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	RF.1.3.f.	Read words with inflectional endings.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.

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

OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**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.**

OBJECTIVE	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.
OBJECTIVE	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
OBJECTIVE	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.h.	Use determiners (e.g., articles, demonstratives).
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

OBJECTIVE	L.1.2.a.	Capitalize dates and names of people.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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 11: Unit 2 Writing from Notes, p. 117-123

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022		
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
OBJECTIVE	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words.
OBJECTIVE	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.a.	Capitalize dates and names of people.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.a.	Print all upper- and lowercase letters.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English

INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**

INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	**Demonstrate understanding of the organization and basic features of print.**

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

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	RF.1.4.	**Read with sufficient accuracy and fluency to support comprehension.**

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

STRAND / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
OBJECTIVE	L.1.5.b.	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 / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness

INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**

INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**

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

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
OBJECTIVE	L.1.5.d.	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 / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.

INDICATOR / PROFICIENCY LEVEL	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	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).

INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**

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

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

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / PROFICIENCY LEVEL	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**

OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
OBJECTIVE	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards

Language Arts

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

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

INDICATOR / PROFICIENCY LEVEL	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / PROFICIENCY LEVEL	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	RF.1.3.f.	Read words with inflectional endings.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	L.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	L.1.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / PROFICIENCY LEVEL	**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.**

OBJECTIVE	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**

TOPIC / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	RF.1.3.g.	Recognize and read grade-appropriate irregularly spelled words.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**

OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
OBJECTIVE	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.

OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.1.3.f.	Read words with inflectional endings.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English

INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
OBJECTIVE	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**

INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.a.	Capitalize dates and names of people.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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 25: Introductin to Unit 7 Inventive Writing, p. 239-247

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.

STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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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Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Phonological Awareness

INDICATOR / PROFICIENCY LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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

Maryland College and Career-Ready Standards

Language Arts

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards

TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**

TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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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Maryland College and Career-Ready Standards

Language Arts

STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / TOPIC / STANDARD		**Reading Literature Standards**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD		**Reading Informational Text**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STRAND / TOPIC / STANDARD		**Reading Foundational Skills Standards**
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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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Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.1.3.	Describe characters, settings, and major events in a story, using key detail.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Print Concepts**
INDICATOR / PROFICIENCY LEVEL	**RF.1.1.**	**Demonstrate understanding of the organization and basic features of print.**
OBJECTIVE	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
OBJECTIVE	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single[1]syllable words.

STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	RF.1.3.f.	Read words with inflectional endings.

STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	SL.1.1.a.	Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		**Speaking and Listening Standards**
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
OBJECTIVE	L.1.1.b.	Use common, proper, and possessive nouns.
OBJECTIVE	L.1.1.e.	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).
OBJECTIVE	L.1.1.f.	Use frequently occurring adjectives.
OBJECTIVE	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Contents of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.1.2.b.	Use end punctuation for sentences.

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**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.**
OBJECTIVE	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	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).