

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

**Secondary Criteria:** Nevada Academic Content Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### Nevada Academic Content Standards

#### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Key Ideas and Details

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Craft and Structure

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Range of reading and Level of text Complexity

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STRAND / INDICATOR

#### Production and Distribution of Writing

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**CONTENT  
STANDARD****Language Standards**

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	

<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Nevada Academic Content Standards		
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## Language Arts

Grade 1 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### CONTENT STANDARD

#### Reading Standards for Literature

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

#### CONTENT STANDARD

#### Reading Standards for Literature

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### CONTENT STANDARD

#### Reading Standards for Literature

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

#### CONTENT STANDARD

#### Reading Standards for Literature

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**CONTENT STANDARD**

**Reading Standards: Foundational Skills**

<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

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

**Reading Standards: Foundational Skills**

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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GRADE LEVEL EXPECTATION	RF.1.3.f.	Read words with inflectional endings.
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**CONTENT STANDARD**

**Reading Standards: Foundational Skills**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

**Speaking and Listening Standards**

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

**Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>

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## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD** **Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**CONTENT STANDARD** **Reading Standards for Literature**

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

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**CONTENT STANDARD** **Reading Standards: Foundational Skills**

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

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

**Reading Standards: Foundational Skills**

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

GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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GRADE LEVEL EXPECTATION	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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GRADE LEVEL EXPECTATION	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

**Speaking and Listening Standards**

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

**Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.

GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION	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).
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**CONTENT  
STANDARD****Language Standards**

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Key Ideas and Details

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

##### STRAND / INDICATOR

##### Range of reading and Level of text Complexity

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

##### STRAND / INDICATOR

##### Production and Distribution of Writing

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

##### STRAND / INDICATOR

##### Comprehension and Collaboration

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

##### STRAND / INDICATOR

##### Conventions of Standard English

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CONTENT  
STANDARD****Reading Standards for Literature**

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	

<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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#### **CONTENT STANDARD**

#### **Reading Standards: Foundational Skills**

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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#### **CONTENT STANDARD**

#### **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

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

#### **Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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#### **CONTENT STANDARD**

#### **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
GRADE LEVEL EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.

#### CONTENT STANDARD

#### Language Standards

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

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## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Conventions of Standard English**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Vocabulary acquisition and Use**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

**CONTENT  
STANDARD****Reading Standards for Literature****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.4.

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

**CONTENT  
STANDARD****Reading Standards for Literature****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.7.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Print Concepts
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.1.

Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Phonological Awareness
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.2.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE LEVEL  
EXPECTATION

RF.1.2.b.

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

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Phonics and Word Recognition
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE LEVEL  
EXPECTATION

RF.1.3.a.

Know the spelling-sound correspondences for common consonant digraphs.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.1.

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL  
EXPECTATION

SL.1.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.1.1.b.

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.1.2.a.	Capitalize dates and names of people.
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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GRADE LEVEL EXPECTATION	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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GRADE LEVEL EXPECTATION	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).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>

INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD	Reading Standards: Foundational Skills	
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	Reading Standards: Foundational Skills	
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
GRADE LEVEL EXPECTATION	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
GRADE LEVEL EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 07: Pre-Writing, p. 81-87

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

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

GRADE LEVEL  
EXPECTATION

RF.1.2.a.

Distinguish long from short vowel sounds in spoken single-syllable words.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL  
EXPECTATION

SL.1.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.1.1.b.

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.1.1.b.

Use common, proper, and possessive nouns.

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		Conventions of Standard English
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		Key Ideas and Details
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		Range of reading and Level of text Complexity
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3.f.	Read words with inflectional endings.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Fluency</b>

INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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#### CONTENT STANDARD

#### Language Standards

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

GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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#### CONTENT STANDARD

#### Language Standards

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

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>		<b>Reading Standards: Foundational Skills</b>
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>		<b>Reading Standards: Foundational Skills</b>

<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

GRADE LEVEL EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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GRADE LEVEL EXPECTATION	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature**

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

GRADE LEVEL EXPECTATION	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1.h.	Use determiners (e.g., articles, demonstratives).

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.a.	Capitalize dates and names of people.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.

**CONTENT STANDARD**

**Language Standards**

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

Week 11: Unit 2 Writing from Notes, p. 117-123

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
-----------------------	--	--

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature**



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

GRADE LEVEL EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 12: Unit 2 Writing from Notes, p. 125-132

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD** **Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**CONTENT STANDARD** **Reading Standards for Literature**

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

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
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**CONTENT STANDARD** **Reading Standards: Foundational Skills**

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

STRAND / INDICATOR		Phonological Awareness
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INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**CONTENT  
STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**CONTENT  
STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.1.2.a.	Capitalize dates and names of people.
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GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT  
STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 13: Unit 2 Writing from Notes, p. 133-139

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>

INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
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GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL  
EXPECTATION

SL.1.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.1.1.b.

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.6.

Produce complete sentences when appropriate to task and situation.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.1.1.a.

Print all upper- and lowercase letters.

GRADE LEVEL  
EXPECTATION

L.1.1.b.

Use common, proper, and possessive nouns.

GRADE LEVEL  
EXPECTATION

L.1.1.d.

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		Conventions of Standard English
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

GRADE LEVEL EXPECTATION	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b>

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		Key Ideas and Details
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Language</b>		
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Language</b>		
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	

<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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## CONTENT STANDARD

## Writing Standards

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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## CONTENT STANDARD

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

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

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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## CONTENT STANDARD

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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## CONTENT STANDARD

## Language Standards

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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GRADE LEVEL EXPECTATION	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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**CONTENT STANDARD**                      **Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	



STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.1.5.</b>	<b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b>
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>

GRADE LEVEL EXPECTATION	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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GRADE LEVEL EXPECTATION	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).
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**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 5.</b>	<b>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 10.</b>	<b>Read and comprehend complex literary and informational texts independently and proficiently.</b>

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Conventions of Standard English**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Vocabulary acquisition and Use**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

**CONTENT  
STANDARD****Reading Standards for Literature****STRAND /  
INDICATOR****Craft and Structure**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL  
EXPECTATION

SL.1.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.1.1.b.

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.5.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.6.

Produce complete sentences when appropriate to task and situation.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.1.1.b.

Use common, proper, and possessive nouns.

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

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## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 5.</b>	<b>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	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.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

# Nevada Academic Content Standards

## Language Arts

Grade 1 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>

INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	<b>Demonstrate understanding of the organization and basic features of print.</b>
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Fluency</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>



INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### CONTENT STANDARD

#### Speaking and Listening Standards

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 19: Unit 4 Summarizing a Reference, p. 1870193

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>		<b>Reading Standards for Informational Text</b>
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RI.1.6.

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RI.1.7.

Use the illustrations and details in a text to describe its key ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

RI.1.8.

Identify the reasons an author gives to support points in a text.

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Print Concepts
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.1.

Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Phonological Awareness
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.2.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE LEVEL  
EXPECTATION

RF.1.2.a.

Distinguish long from short vowel sounds in spoken single-syllable words.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Research to Build and Present Knowledge**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

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

GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3.f.	Read words with inflectional endings.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.1.2.</b>	<b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>

GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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**CONTENT STANDARD**

**Language Standards**

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

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**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>

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



INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.

GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 22: Unit 5 Writing from Pictures, p. 215-221

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**CONTENT  
STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**CONTENT  
STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**CONTENT  
STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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**CONTENT  
STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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#### CONTENT STANDARD

#### Language Standards

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

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Language</b>		
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Language</b>		
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>		<b>Reading Standards: Foundational Skills</b>
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>		<b>Reading Standards: Foundational Skills</b>

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

GRADE LEVEL EXPECTATION	RF.1.3.f.	Read words with inflectional endings.
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## CONTENT STANDARD

## Writing Standards

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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## CONTENT STANDARD

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>

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

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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## CONTENT STANDARD

## Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
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## CONTENT STANDARD

## Language Standards



<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
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GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
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GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>

GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 24: Unit 5 Writing from Pictures, p. 231-237

**Nevada Academic Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>

INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD	Reading Standards: Foundational Skills	
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	Reading Standards: Foundational Skills	
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	Speaking and Listening Standards	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
-----------------------	--	---------------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
-----------------------	--	-------------------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.5.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.6.

Produce complete sentences when appropriate to task and situation.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.1.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.1.1.b.

Use common, proper, and possessive nouns.

GRADE LEVEL  
EXPECTATION

L.1.1.f.

Use frequently occurring adjectives.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
-----------------------	--	---------------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.1.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL  
EXPECTATION

L.1.2.a.

Capitalize dates and names of people.

GRADE LEVEL  
EXPECTATION

L.1.2.b.

Use end punctuation for sentences.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
-----------------------	--	-----------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
-----------------------	--	---------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
-----------------------	--	--------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
-----------------------	--	--

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	

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



**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

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

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Print Concepts
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.1.

Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Phonological Awareness
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.2.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE LEVEL  
EXPECTATION

RF.1.2.a.

Distinguish long from short vowel sounds in spoken single-syllable words.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
-----------------------	--	--

INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL  
EXPECTATION

L.1.2.b.

Use end punctuation for sentences.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.1.6.

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

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

**Nevada Academic Content Standards****Language Arts**

Grade 1 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
-----------------------	--	---------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
5.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
-----------------------	--	------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**



STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>		<b>Reading Standards: Foundational Skills</b>
STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

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

GRADE LEVEL  
EXPECTATION

RF.1.2.a.

Distinguish long from short vowel sounds in spoken single-syllable words.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
-----------------------	--	-------------------------

INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL  
EXPECTATION

SL.1.1.a.

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

GRADE LEVEL  
EXPECTATION

SL.1.1.b.

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

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

# Nevada Academic Content Standards

## Language Arts

Grade 1 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Range of reading and Level of text Complexity

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STRAND / INDICATOR

#### Text Types and Purposes\*

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STRAND / INDICATOR

#### Production and Distribution of Writing

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

#### STRAND / INDICATOR

#### Range of Writing

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

#### STRAND / INDICATOR

#### Comprehension and Collaboration

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Print Concepts
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL  
EXPECTATION

RF.1.4.b.

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

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	

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

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.4.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.7.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade

**CONTENT  
STANDARD****Reading Standards: Foundational Skills**

STRAND / INDICATOR		Print Concepts
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

RF.1.1.

Demonstrate understanding of the organization and basic features of print.

GRADE LEVEL  
EXPECTATION

RF.1.1.a.

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

SL.1.1.

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE LEVEL EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	

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

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

## Nevada Academic Content Standards

### Language Arts

Grade 1 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Print Concepts</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.1.	<b>Demonstrate understanding of the organization and basic features of print.</b>
GRADE LEVEL EXPECTATION	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	
<b>STRAND / INDICATOR</b>		<b>Phonological Awareness</b>
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>CONTENT STANDARD</b>	<b>Reading Standards: Foundational Skills</b>	

<b>STRAND / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

GRADE LEVEL EXPECTATION	RF.1.3.f.	Read words with inflectional endings.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
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**CONTENT STANDARD**

**Speaking and Listening Standards**

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).



**CONTENT  
STANDARD**

**Language Standards**

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