Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R

STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

WEEK 32 P. 299 -

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF

STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Knowledge of Language**
GRADE EXPECTATION	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.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text) | 1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**

GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
GRADE EXPECTATION	1L4c:	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L5:**	**Demonstrate understanding of word relationships and nuances in word meanings.**
GRADE EXPECTATION	1L5a:	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
GRADE EXPECTATION	1L5b:	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).

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

GRADE EXPECTATION	1RF3d:	Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
GRADE EXPECTATION	1RF3e:	Decode two-syllable words following basic patterns by breaking the words into syllables.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	1L5a:	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
GRADE EXPECTATION	1L5b:	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).

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME   **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME   **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME   **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	1L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.

GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	1L5a:	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
GRADE EXPECTATION	1L5b:	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).

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness

EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
GRADE EXPECTATION	1RF3d:	Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
GRADE EXPECTATION	1RF3e:	Decode two-syllable words following basic patterns by breaking the words into syllables.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	1L1:	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	1L2:	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**

GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**

STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Integration of Knowledge and Ideas**
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL

STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**

EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
GRADE EXPECTATION	1L4c:	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts

EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
GRADE EXPECTATION	1RF3d:	Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
GRADE EXPECTATION	1RF3e:	Decode two-syllable words following basic patterns by breaking the words into syllables.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**

GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Integration of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL

STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	1SL1:	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards | 1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	1L1:	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

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New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
GRADE EXPECTATION	1RF3f:	Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**

GRADE EXPECTATION	1L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	1L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
GRADE EXPECTATION	1RF3f:	Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.

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

New York P-12 Learning Standards

Language Arts

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
GRADE EXPECTATION	1RF3f:	Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	1L5a:	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
GRADE EXPECTATION	1L5b:	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).

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**

EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**

STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**

STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**

EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**

GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME — **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	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.
GRADE EXPECTATION	5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards | 1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards | 1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards | 1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	1L5:	Demonstrate understanding of word relationships and nuances in word meanings.

| GRADE EXPECTATION | 1L5d: | 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. |

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	1R8:	Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts

EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Fluency**
EXPECTATION / CONTENT SPECIFICATION	**1RF4:**	**Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.**
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards | 1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	1W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R

STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	1R8:	Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**

EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	1W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

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STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	1R8:	Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonological Awareness**
EXPECTATION / CONTENT SPECIFICATION	**1RF2:**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**

STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	**Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.**
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Research to Build and Present Knowledge**
EXPECTATION / CONTENT SPECIFICATION	1W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	1SL1:	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
GRADE EXPECTATION	1L4c:	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF

STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L

STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTANDING		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**

STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards | 1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards | 1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L2:**	**Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
GRADE EXPECTATION	1L4c:	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

New York P-12 Learning Standards

Language Arts

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonological Awareness
EXPECTATION / CONTENT SPECIFICATION	1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE EXPECTATION	1RF2a:	Count, blend and segment single syllable words that include consonant blends.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3a:	Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**

GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**

EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**

GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text) | 1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text) | 1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills | 1RF**

STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards	1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.

EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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

New York P-12 Learning Standards

Language Arts

STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Reading Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Key Ideas and Details**
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Writing Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Text Types and Purposes**
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDI NG		**Speaking and Listening Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Comprehension and Collaboration**
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Phonics and Word Recognition**
EXPECTATION / CONTENT SPECIFICATION	**1RF3:**	**Know and apply phonics and word analysis skills in decoding words.**
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**

GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards	1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Conventions of Academic English/Language for Learning (Appendix A)**
EXPECTATION / CONTENT SPECIFICATION	**1L1:**	**Core Conventions Skills for Prekindergarten - Grade 2:**
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade **1** - Adopted: **2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Craft and Structure**

EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text)	1R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1R7:	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills	1RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Writing Standards | 1W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards | 1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.

| GRADE EXPECTATION | 1L2:6 | Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. |

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Conventions of Academic English/Language for Learning**
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**English Language Arts Anchor Standards**
STANDARD / CONCEPTUAL UNDERSTANDING		**Language Anchor Standards**
EXPECTATION / CONTENT SPECIFICATION		**Vocabulary Acquisition and Use**
GRADE EXPECTATION	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.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards (Literary and Informational Text)	1R**
STANDARD / CONCEPTUAL UNDERSTANDING		**Key Ideas and Details**

EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Reading Standards: Foundational Skills	1RF**
STANDARD / CONCEPTUAL UNDERSTANDING		**Print Concepts**
EXPECTATION / CONTENT SPECIFICATION	**1RF1:**	**Demonstrate understanding of the organization and basic features of print.**
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		1st Grade Speaking and Listening Standards	1SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards	1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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

New York P-12 Learning Standards

Language Arts

Grade 1 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	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.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1R3:	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards (Literary and Informational Text) | 1R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	1R6:	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Print Concepts
EXPECTATION / CONTENT SPECIFICATION	1RF1:	Demonstrate understanding of the organization and basic features of print.
GRADE EXPECTATION	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Reading Standards: Foundational Skills | 1RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition

EXPECTATION / CONTENT SPECIFICATION	1RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	1RF3b:	Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Writing Standards	1W**
STANDARD / CONCEPTUAL UNDERSTANDING		**Text Types and Purposes**
EXPECTATION / CONTENT SPECIFICATION	1W4:	Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Comprehension and Collaboration**
EXPECTATION / CONTENT SPECIFICATION	**1SL1:**	**Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).**
GRADE EXPECTATION	1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME		**New York State Next Generation English Language Arts Learning Standards**
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Speaking and Listening Standards	1SL**
STANDARD / CONCEPTUAL UNDERSTANDING		**Presentation of Knowledge and Ideas**
EXPECTATION / CONTENT SPECIFICATION	1SL4:	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
EXPECTATION / CONTENT SPECIFICATION	1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	1L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	1L1:12	Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE EXPECTATION	1L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	1L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		1st Grade Language Standards | 1L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	1L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	1L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	1L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	1L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		**1st Grade Language Standards | 1L**
STANDARD / CONCEPTUAL UNDERSTANDING		**Vocabulary Acquisition and Use**
EXPECTATION / CONTENT SPECIFICATION	**1L4:**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**
GRADE EXPECTATION	1L4b:	Use frequently occurring affixes as a clue to the meaning of a word.
GRADE EXPECTATION	1L4c:	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).