

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	

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

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	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.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

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

PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

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

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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PROFICIENCY LEVEL	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 02: Pre-Writing, p. 41-47

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.

PROFICIENCY LEVEL

RL.1.2.a.

Demonstrate understanding of the lesson.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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PROFICIENCY LEVEL	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 03: Pre-Writing, p. 49-55

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
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STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
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PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
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PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
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STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
----------------------	--	-----------------------

BENCHMARK / GRADE LEVEL INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

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.

BENCHMARK / GRADE LEVEL INDICATOR

6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.2.

Analyze literary text development.

PROFICIENCY LEVEL

RL.1.2.a.

Demonstrate understanding of the lesson.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
----------------------	--	-----------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
----------------------	--	------------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
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BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
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PROFICIENCY
LEVEL

RF.1.2.a.

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

PROFICIENCY
LEVEL

RF.1.2.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.2.

Analyze literary text development.

PROFICIENCY
LEVEL

RL.1.2.a.

Demonstrate understanding of the lesson.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
----------------------	--	-----------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
----------------------	--	---------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
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BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
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PROFICIENCY
LEVEL

RF.1.2.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY
LEVEL

RF.1.3.a.

Know the spelling-sound correspondences for common consonant digraphs.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
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PROFICIENCY
LEVEL

SL.1.1.a.

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

PROFICIENCY
LEVEL

SL.1.1.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.1.2.a. Capitalize dates and names of people.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

PROFICIENCY LEVEL L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

PROFICIENCY LEVEL L.1.5.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

VOCABULARY ACQUISITION AND USE

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

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
PROFICIENCY LEVEL	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
PROFICIENCY LEVEL	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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PROFICIENCY LEVEL	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 07: Pre-Writing, p. 81-87

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

VOCABULARY ACQUISITION AND USE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

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

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K-12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K-12	

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RF.1.2.

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

PROFICIENCY
LEVEL

RF.1.2.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK /
GRADE LEVEL
INDICATOR

RF.1.3.

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

PROFICIENCY
LEVEL

RF.1.3.a.

Know the spelling-sound correspondences for common consonant digraphs.

PROFICIENCY LEVEL	RF.1.3.f.	Read words with inflectional endings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

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

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONOLOGICAL AWARENESS	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
PROFICIENCY LEVEL	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual phonemes.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

SL.1.1.

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

PROFICIENCY LEVEL

SL.1.1.a.

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

PROFICIENCY LEVEL

SL.1.1.b.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

SL.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR

L.1.1.

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

PROFICIENCY LEVEL

L.1.1.a.

Print all upper- and lowercase letters.

PROFICIENCY LEVEL

L.1.1.b.

Use common, proper, and possessive nouns.

PROFICIENCY LEVEL

L.1.1.f.

Use frequently occurring adjectives.

PROFICIENCY LEVEL

L.1.1.i.

Use frequently occurring prepositions (e.g., during, beyond, toward).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL

L.1.2.b.

Use end punctuation for sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

L.1.6.

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

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK /
GRADE LEVEL
INDICATOR

RF.1.3.

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

PROFICIENCY
LEVEL

RF.1.3.d.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

PROFICIENCY LEVEL	RF.1.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.

PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
PROFICIENCY LEVEL	L.1.1.h.	Use determiners (e.g., articles, demonstratives).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 11: Unit 2 Writing from Notes, p. 117-123

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK /
GRADE LEVEL
INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **KNOWLEDGE OF LANGUAGE**

BENCHMARK /
GRADE LEVEL
INDICATOR 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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK /
GRADE LEVEL
INDICATOR 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.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
PROFICIENCY LEVEL	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
PROFICIENCY LEVEL	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual phonemes.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).

PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Foundational Skills K–12		
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Foundational Skills K–12		
STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Foundational Skills K–12		
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 13: Unit 2 Writing from Notes, p. 133-139

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
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STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
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STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
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STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.1.2.a.	Demonstrate understanding of the lesson.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	

BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.a.	Print all upper- and lowercase letters.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PROFICIENCY LEVEL	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****KEY IDEAS AND DETAILS**BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STANDARD /
BENCHMARK****PRODUCTION AND DISTRIBUTION OF WRITING**BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STANDARD /
BENCHMARK****COMPREHENSION AND COLLABORATION**BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Language****STANDARD /
BENCHMARK****CONVENTIONS OF STANDARD ENGLISH**BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Language****STANDARD /
BENCHMARK****KNOWLEDGE OF LANGUAGE**BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK /
GRADE LEVEL
INDICATOR 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.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **KEY IDEAS AND DETAILS**

BENCHMARK /
GRADE LEVEL
INDICATOR RL.1.3. Describe characters, settings, and major events in a story, using key details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **CRAFT AND STRUCTURE**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **INTEGRATION OF KNOWLEDGE AND IDEAS**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK /
GRADE LEVEL
INDICATOR RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PROFICIENCY LEVEL	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		FLUENCY

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

RF.1.4.b.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
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PROFICIENCY LEVEL

SL.1.1.a.

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

PROFICIENCY LEVEL

SL.1.1.b.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

SL.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL

L.1.1.b.

Use common, proper, and possessive nouns.

PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
PROFICIENCY LEVEL	L.1.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PROFICIENCY LEVEL	L.1.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
PROFICIENCY LEVEL	L.1.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

CONVENTIONS OF STANDARD ENGLISH

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **KEY IDEAS AND DETAILS**

BENCHMARK /
GRADE LEVEL
INDICATOR RL.1.3. Describe characters, settings, and major events in a story, using key details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **CRAFT AND STRUCTURE**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **INTEGRATION OF KNOWLEDGE AND IDEAS**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK** **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK /
GRADE LEVEL
INDICATOR RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

PROFICIENCY LEVEL RF.1.2.b. Orally produce single-syllable words by blending phonemes, including consonant blends.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
---------------------------------	--	----------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
---------------------------------	--	--

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
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BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
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PROFICIENCY
LEVEL

RF.1.2.a.

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

PROFICIENCY
LEVEL

RF.1.2.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
PROFICIENCY LEVEL	L.1.5.d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.1.

Ask and answer questions about key details in a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.2.

Analyze informational text development.

PROFICIENCY
LEVEL

RI.1.2.b.

Retell key details of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
---------------------------------	--	----------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.7.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.8.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RF.1.4.

Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY
LEVEL

RF.1.4.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

W.1.2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
----------------------	--	--

BENCHMARK /
GRADE LEVEL
INDICATOR

W.1.5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
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BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
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PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK /
GRADE LEVEL
INDICATOR 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK /
GRADE LEVEL
INDICATOR 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **KNOWLEDGE OF LANGUAGE**

BENCHMARK /
GRADE LEVEL
INDICATOR 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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.3.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.4.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.7.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

RI.1.1.

Ask and answer questions about key details in a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.1.2.	Analyze informational text development.

PROFICIENCY LEVEL

RI.1.2.b.

Retell key details of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.1.6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RI.1.7.

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

BENCHMARK / GRADE LEVEL INDICATOR

RI.1.8.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
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BENCHMARK / GRADE LEVEL INDICATOR

RF.1.2.

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

PROFICIENCY LEVEL

RF.1.2.a.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
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PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
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PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
PROFICIENCY LEVEL	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
PROFICIENCY LEVEL	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4.

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

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK /
GRADE LEVEL
INDICATOR

8.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.1.1.	Ask and answer questions about key details in a text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.1.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.1.2.b.	Retell key details of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
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BENCHMARK / GRADE LEVEL INDICATOR	RI.1.8.	Identify the reasons an author gives to support points in a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
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PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL L.1.1.b. Use common, proper, and possessive nouns.

PROFICIENCY LEVEL L.1.1.f. Use frequently occurring adjectives.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.1.2.b. Use end punctuation for sentences.

PROFICIENCY LEVEL L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	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.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	FLUENCY	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONICS AND WORD RECOGNITION	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.f.	Read words with inflectional endings.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	

BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
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PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
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STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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PROFICIENCY LEVEL	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 24: Unit 5 Writing from Pictures, p. 231-237

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONOLOGICAL AWARENESS	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PROFICIENCY LEVEL	RF.1.2.b.	Orally produce single-syllable words by blending phonemes, including consonant blends.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONICS AND WORD RECOGNITION	

BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL

RF.1.3.a.

Know the spelling-sound correspondences for common consonant digraphs.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
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PROFICIENCY LEVEL

SL.1.1.a.

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

PROFICIENCY LEVEL

SL.1.1.b.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

SL.1.5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL

L.1.1.b.

Use common, proper, and possessive nouns.

PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.a.	Capitalize dates and names of people.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

PROFICIENCY LEVEL

RF.1.2.a.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL

RF.1.4.b.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.5.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

W.1.8.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 26: Unit 7 Inventive Writing, p. 249-255

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

10.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Foundational Skills K–12
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL L.1.1.b. Use common, proper, and possessive nouns.

PROFICIENCY LEVEL L.1.1.f. Use frequently occurring adjectives.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K-12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.1.2.b. Use end punctuation for sentences.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		PHONOLOGICAL AWARENESS
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

**STANDARD /
BENCHMARK** PRESENTATION OF KNOWLEDGE AND IDEAS

BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** VOCABULARY ACQUISITION AND USE

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

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	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.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR

2.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

6.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.4.

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

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RL.1.10.

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	FLUENCY	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK / GRADE LEVEL INDICATOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / ACADEMIC CONTENT STANDARD		
Speaking and Listening Standards K–12		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD		
Speaking and Listening Standards K–12		
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD		
Language Standards K–12		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
DOMAIN / ACADEMIC CONTENT STANDARD		
Language Standards K–12		
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Week 29: Revisiting Unit 3, p. 275-282

Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
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STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	RANGE OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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.

BENCHMARK /
GRADE LEVEL
INDICATOR

6.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

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

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Ohio Learning Standards

Language Arts

Grade 1 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR

3.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR

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.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR

4.

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

BENCHMARK / GRADE LEVEL INDICATOR

5.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR

10.

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

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		CRAFT AND STRUCTURE

BENCHMARK / GRADE LEVEL INDICATOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONOLOGICAL AWARENESS	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK	PHONICS AND WORD RECOGNITION	
BENCHMARK / GRADE LEVEL INDICATOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PROFICIENCY LEVEL	RF.1.3.f.	Read words with inflectional endings.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	

BENCHMARK / GRADE LEVEL INDICATOR	W.1.2.	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.1.	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
PROFICIENCY LEVEL	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.1.1.b.	Use common, proper, and possessive nouns.
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PROFICIENCY LEVEL	L.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
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PROFICIENCY LEVEL	L.1.1.f.	Use frequently occurring adjectives.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.1.2.b.	Use end punctuation for sentences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

PROFICIENCY LEVEL	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).