

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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 College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	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

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR 1.e. Use common, proper, and possessive nouns.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR 2.a. Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR 2.e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

SPECIFIC INDICATOR 2.f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

SPECIFIC INDICATOR	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 **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 02: Pre-Writing, p. 41-47

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	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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INDICATOR	3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

SPECIFIC INDICATOR 2.e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

SPECIFIC INDICATOR 2.f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

SPECIFIC INDICATOR 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 **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 03: Pre-Writing, p. 49-55

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN		College and Career Readiness Anchor Standards for Writing
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STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
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STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN		College and Career Readiness Anchor Standards for Language
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STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards
Language Arts
Grade 1 - Adopted: 2021
DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.f.	Use personal, possessive, and indefinite pronouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.
DOMAIN	Grade 1 Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.f.	Use personal, possessive, and indefinite pronouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.
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SPECIFIC INDICATOR	2.c.	Capitalize the names of months and people.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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SPECIFIC INDICATOR	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 **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

INDICATOR 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.e.	Use common, proper, and possessive nouns.
INDICATOR	1.f.	Use personal, possessive, and indefinite pronouns.
INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 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.

GSE STEM 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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.

GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR 3.f. Read words with inflectional endings.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.e.	Use common, proper, and possessive nouns.

INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN		College and Career Readiness Anchor Standards for Writing
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STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR 1 Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

INDICATOR 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

DOMAIN Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 10: Unit 2 Writing from Notes, p. 109-115

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	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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INDICATOR	3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.a. Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

SPECIFIC INDICATOR 2.c. Capitalize the names of months and people.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATOR	2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 12: Unit 2 Writing from Notes, p. 125-132

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR 1 **Demonstrate understanding of the organization and basic features of print.**

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR 2 **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATOR 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

INDICATOR 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR 4 **Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR 4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.e.	Use common, proper, and possessive nouns.
INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.a.	Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
SPECIFIC INDICATOR	2.c.	Capitalize the names of months and people.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 13: Unit 2 Writing from Notes, p. 133-139

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.f. Use personal, possessive, and indefinite pronouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR 2.a. Print legibly all upper- and lowercase letters.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR 4.b. Use frequently occurring affixes as a clue to the meaning of a word.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	College and Career Readiness Anchor Standards for Language	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.

SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR	4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
SPECIFIC INDICATOR	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 **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM 6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

SPECIFIC INDICATOR		Word Usage
INDICATOR	1.e.	Use common, proper, and possessive nouns.

INDICATOR	1.f.	Use personal, possessive, and indefinite pronouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR	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.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	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

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 2 Identify the main topic and retell key details of a text.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 7 Use the illustrations and details in a text to describe its key ideas.

SPECIFIC INDICATOR 8 Identify the reasons an author gives to support points in a text.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR 1 **Demonstrate understanding of the organization and basic features of print.**

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

DOMAIN Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 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).

GSE STEM 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

DOMAIN Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 19: Unit 4 Summarizing a Reference, p. 1870193

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Identify the main topic and retell key details of a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
----------	--	---------------------

SPECIFIC INDICATOR 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
----------	--	------------------------------------

SPECIFIC INDICATOR 7 Use the illustrations and details in a text to describe its key ideas.

SPECIFIC INDICATOR 8 Identify the reasons an author gives to support points in a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
---------------------------------	--	---

GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR 1 Demonstrate understanding of the organization and basic features of print.

INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
---------------------------------	--	-------------------------------------

GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN

Grade 1 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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SPECIFIC INDICATOR	2.e.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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SPECIFIC INDICATOR	2.f.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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 **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, 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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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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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GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 3 Describe characters, settings, and major events in a story, using key details.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 7 Use illustrations and details in a story to describe its characters, setting, or events.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Identify the main topic and retell key details of a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 7 Use the illustrations and details in a text to describe its key ideas.

SPECIFIC INDICATOR 8 Identify the reasons an author gives to support points in a text.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

INDICATOR 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR 3.f. Read words with inflectional endings.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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).
GSE STEM	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN		Grade 1 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN		Grade 1 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOMAIN		Grade 1 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.e.	Use common, proper, and possessive nouns.
INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

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

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
--	--	---

GSE STEM 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 1).
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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SPECIFIC INDICATOR	2.e.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Fluency
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SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR 4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM 6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
---------------------------------	--	-----------------------

GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
---------------------------------	--	------------------------------------

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
----------	---	--

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonics and Word Recognition
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SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR 3.f. Read words with inflectional endings.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM 6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
--	--	--

GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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INDICATOR	2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

SPECIFIC INDICATOR 2.c. Capitalize the names of months and people.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	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 **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	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 **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
--	--	--

GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN

Grade 1 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
---------------------------------	--	---

GSE STEM	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

Grade 1 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards**Language Arts****Grade 1 - Adopted: 2021****DOMAIN** **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
--	--	--------------------------------

GSE STEM 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 **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	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

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	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.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN

Grade 1 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE	Grade 1 Reading Standards for Literature [RL]	
GSE STEM	Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE	Grade 1 Reading Standards for Informational Text [RI]	
GSE STEM	Range of Reading and Level of Text Complexity	
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE	Grade 1 Reading Standards for Foundational Skills [RF]	
GSE STEM	Print Concepts	
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
DOMAIN	Grade 1 Reading Standards	
STATEMENT OF ENDURING KNOWLEDGE	Grade 1 Reading Standards for Foundational Skills [RF]	
GSE STEM	Phonological Awareness	
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DOMAIN	Grade 1 Writing Standards [W]	
STATEMENT OF ENDURING KNOWLEDGE	Text Types and Purposes	
GSE STEM	2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN	Grade 1 Writing Standards [W]	

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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 **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
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INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
---------------------------------	--	-------------------------

GSE STEM	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 **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 3 Describe characters, settings, and major events in a story, using key details.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 7 Use illustrations and details in a story to describe its characters, setting, or events.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Print Concepts

SPECIFIC INDICATOR 1 **Demonstrate understanding of the organization and basic features of print.**

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness

SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SPECIFIC INDICATOR 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM 6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.c. Use singular and plural nouns with matching verbs in sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

SPECIFIC INDICATOR		Word Usage
---------------------------	--	-------------------

INDICATOR 1.e. Use common, proper, and possessive nouns.

INDICATOR 1.g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Use end punctuation for sentences.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
---------------------------------	--	-------------------------

GSE STEM	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 College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use the illustrations and details in a text to describe its key ideas.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
DOMAIN		Grade 1 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN		Grade 1 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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SPECIFIC INDICATOR		Word Usage
---------------------------	--	-------------------

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
---------------------------------	--	------------------------------------

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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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GSE STEM	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.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
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DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
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GSE STEM		Print Concepts
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SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
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INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
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DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 30: Revisiting Unit 4, p. 283-290

Language Arts

Grade 1 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
---------------------------------	--	-------------------------

GSE STEM	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 College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	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 College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	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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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	3	Describe characters, settings, and major events in a story, using key details.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.
DOMAIN		Grade 1 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]

GSE STEM		Print Concepts
SPECIFIC INDICATOR	1	Demonstrate understanding of the organization and basic features of print.

INDICATOR 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonological Awareness
SPECIFIC INDICATOR	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

DOMAIN **Grade 1 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 1 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR 3.f. Read words with inflectional endings.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

DOMAIN **Grade 1 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 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 **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SPECIFIC INDICATOR	1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

DOMAIN **Grade 1 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.c.	Use singular and plural nouns with matching verbs in sentences.
INDICATOR	1.d.	Use verbs in sentences to convey a sense of past, present, and future.

DOMAIN **Grade 1 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
SPECIFIC INDICATOR		Word Usage

INDICATOR	1.e.	Use common, proper, and possessive nouns.
INDICATOR	1.g.	Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use end punctuation for sentences.
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
DOMAIN		Grade 1 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)