

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

WEEK 32 P. 299 -

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 01: Introduction to Pre-Writing, p. 29-39

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
SUPPORTING SKILLS	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

SUPPORTING SKILLS	1.RF.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
SUPPORTING SKILLS	1.RF.3.f.	Read words with inflectional endings.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas

STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.d.	Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
SUPPORTING SKILLS	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.5.	With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	1.L.5.a.	Sort words into categories to gain a sense of the concepts the categories represent.
SUPPORTING SKILLS	1.L.5.b.	Define words by category and by one or more key attributes

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
SUPPORTING SKILLS	1.RF.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

SUPPORTING SKILLS	1.RF.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
SUPPORTING SKILLS	1.L.2.d.	Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.5.	With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	1.L.5.a.	Sort words into categories to gain a sense of the concepts the categories represent.
SUPPORTING SKILLS	1.L.5.b.	Define words by category and by one or more key attributes

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.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.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
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GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND **SD.1.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.d.	Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK Key Ideas and Details

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK Range of Reading and Level of Text Complexity

STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA .SL. College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BE NCHMARK Comprehension and Collaboration

STANDARD SD.CCR A.SL.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.

STANDARD SD.CCR A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA .L. College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK Knowledge of Language

STANDARD SD.CCR A.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA .L. College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK Vocabulary Acquisition and Use

STANDARD SD.CCR A.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
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GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
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GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
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SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCRA A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details

STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.5.	With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	1.L.5.a.	Sort words into categories to gain a sense of the concepts the categories represent.

SUPPORTING SKILLS	1.L.5.b.	Define words by category and by one or more key attributes
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Week 06: Pre-Writing, p. 73-79

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

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

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK **Range of Writing**

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND **SD.CCRA .SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK **Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.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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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK **Conventions of Standard English**

STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD 1.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or
lesson.

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the
senses.

STANDARD 1.RL.6. Use illustrations and details to identify who is telling the story at various points in a text.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Integration of Knowledge and Ideas**
NCHMARK

STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BE **Print Concepts**
NCHMARK

STANDARD **1.RF.1.** **Demonstrate understanding of the organization and basic features of print.**

SUPPORTING 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b.
SKILLS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending
punctuation).

GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
SUPPORTING SKILLS	1.RF.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
SUPPORTING SKILLS	1.RF.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD SD.CCRA.A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCRA.A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD SD.CCRA.A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD SD.CCRA.A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA .SL. College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
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GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.

STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
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GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
SUPPORTING SKILLS	1.RF.3.f.	Read words with inflectional endings.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.

SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
SUPPORTING SKILLS	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

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

STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

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

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK **Research to Build and Present Knowledge**

STANDARD SD.CCR A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK **Range of Writing**

STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas

STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 10: Unit 2 Writing from Notes, p. 109-115

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA.L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK **Vocabulary Acquisition and Use**

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK **Craft and Structure**

STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

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

STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BENCHMARK **Print Concepts**

STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BENCHMARK **Phonics and Word Recognitions**

STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

SUPPORTING SKILLS	1.RF.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
SUPPORTING SKILLS	1.L.1.h.	Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA.W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
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GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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SUPPORTING SKILLS	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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SUPPORTING SKILLS	1.RF.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading** **.R.**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading** **.R.**

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

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing** **.W.**

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

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Range of Writing

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Comprehension and Collaboration

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Knowledge of Language

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Vocabulary Acquisition and Use

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Key Ideas and Details

STANDARD 1.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or
lesson.

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
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GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
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GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
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SUPPORTING SKILLS	1.L.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	1.W.10.	With guidance and support, write routinely to increase stamina.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.

SUPPORTING SKILLS	1.L.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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SUPPORTING SKILLS 1.RF.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS 1.RF.4.b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
SUPPORTING SKILLS	1.L.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.5.	With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	1.L.5.a.	Sort words into categories to gain a sense of the concepts the categories represent.
SUPPORTING SKILLS	1.L.5.b.	Define words by category and by one or more key attributes

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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SUPPORTING SKILLS 1.RF.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS 1.RF.3.a. Know the spelling-sound correspondences for common consonant blends and digraphs.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
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SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.5.	With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.
SUPPORTING SKILLS	1.L.5.d.	Distinguish r differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RI.1.	Ask and answer questions about key details in a text.
STANDARD	1.RI.2.	Identify the main topic and retell key details of a text.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
STANDARD	1.RI.6.	Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	1.RI.8.	Identify the details/evidence an author gives to support points in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	1.W.7.	Participate in shared research and writing projects.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Determine central ideas or themes of a text and analyze their development; summarize the key
A.R.2. supporting details and ideas.

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Comprehension and Collaboration

STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RI.1.	Ask and answer questions about key details in a text.
STANDARD	1.RI.2.	Identify the main topic and retell key details of a text.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
STANDARD	1.RI.6.	Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	1.RI.8.	Identify the details/evidence an author gives to support points in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.

SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
SUPPORTING SKILLS	1.L.2.d.	Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK Key Ideas and Details

STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK Range of Reading and Level of Text Complexity

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK Research to Build and Present Knowledge

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Range of Writing

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Comprehension and Collaboration

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Knowledge of Language

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Vocabulary Acquisition and Use

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Key Ideas and Details

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD 1.RI.1. Ask and answer questions about key details in a text.

STANDARD 1.RI.2. Identify the main topic and retell key details of a text.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

STANDARD 1.RI.6. Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RI.7. Use the illustrations and details in a text to describe its key ideas.

STANDARD 1.RI.8. Identify the details/evidence an author gives to support points in a text.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
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STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
SUPPORTING SKILLS	1.RF.3.f.	Read words with inflectional endings.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	1.W.7.	Participate in shared research and writing projects.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
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SUPPORTING SKILLS	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK Key Ideas and Details

STANDARD SD.CCRA A.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD SD.CCRA A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK Range of Reading and Level of Text Complexity

STANDARD SD.CCRA A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK Production and Distribution of Writing

STANDARD SD.CCRA A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK Range of Writing

STANDARD SD.CCRA A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA .SL. College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BENCHMARK Comprehension and Collaboration

STANDARD SD.CCRA A.SL.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.

STANDARD SD.CCRA A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the
senses.

STANDARD 1.RL.6. Use illustrations and details to identify who is telling the story at various points in a text.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Integration of Knowledge and Ideas**
NCHMARK

STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND **SD.1.RI.** **Reading Standards for Informational Text**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.

SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 1.W.10. With guidance and support, write routinely to increase stamina.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS 1.SL.1.a. Follow agreed-upon rules for discussions.

SUPPORTING SKILLS 1.SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 1.SL.2. Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD 1.SL.5. Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

STANDARD 1.SL.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.

STANDARD 1.RL.6. Use illustrations and details to identify who is telling the story at various points in a text.

GOAL/STRAND SD.1.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS 1.RF.4.b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 23: Unit 5 Writing from Pictures, p. 223-229

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD	SD.CCR A.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

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

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

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

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK **Range of Writing**

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND **SD.CCRA .SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK **Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.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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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.f.	Read words with inflectional endings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
SUPPORTING SKILLS	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
SUPPORTING SKILLS	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **INDICATOR/BE** **Key Ideas and Details**
NCHMARK **NCHMARK**

STANDARD SD.CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite
A.R.1. specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **INDICATOR/BE** **Range of Reading and Level of Text Complexity**
NCHMARK **NCHMARK**

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **Range of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Conventions of Standard English**
NCHMARK **NCHMARK**

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the
senses.

STANDARD 1.RL.6. Use illustrations and details to identify who is telling the story at various points in a text.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Integration of Knowledge and Ideas**
NCHMARK

STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND **SD.1.RI.** **Reading Standards for Informational Text**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BE **Print Concepts**
NCHMARK

STANDARD 1.RF.1. Demonstrate understanding of the organization and basic features of print.

SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
SUPPORTING SKILLS	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.a.	Know the spelling-sound correspondences for common consonant blends and digraphs.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 25: Introduction to Unit 7 Inventive Writing, p. 239-247

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	1.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.

SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Range of Writing

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Comprehension and Collaboration

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Knowledge of Language

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Vocabulary Acquisition and Use

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Key Ideas and Details

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Craft and Structure

STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.**INDICATOR/BE** **Key Ideas and Details**
NCHMARK

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.**INDICATOR/BE** **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.**INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.**INDICATOR/BE** **Range of Writing**
NCHMARK

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.**INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK

STANDARD	SD.CCR A.SL.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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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.**INDICATOR/BE** **Conventions of Standard English**
NCHMARK

STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD 1.RL.3. Describe characters, settings, and major events in a story, using key details.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the
senses.

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **Integration of Knowledge and Ideas**
NCHMARK

STANDARD 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

GOAL/STRAND **SD.1.RI.** **Reading Standards for Informational Text**

INDICATOR/BE **Craft and Structure**
NCHMARK

STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

GOAL/STRAND **SD.1.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BE **Print Concepts**
NCHMARK

STANDARD **1.RF.1.** **Demonstrate understanding of the organization and basic features of print.**

SUPPORTING 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b.
SKILLS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending
punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SUPPORTING SKILLS 1.RF.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS 1.SL.1.a. Follow agreed-upon rules for discussions.

SUPPORTING SKILLS 1.SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 1.SL.2. Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD 1.SL.5. Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

STANDARD 1.SL.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD 1.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 1.L.1.a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.

SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.

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

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Conventions of Standard English**
NCHMARK **NCHMARK**

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Knowledge of Language**
NCHMARK **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Vocabulary Acquisition and Use**
NCHMARK **NCHMARK**

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

GOAL/STRAND **SD.1.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **Craft and Structure**
NCHMARK **NCHMARK**

STANDARD 1.RL.4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the
senses.

GOAL/STRAND **SD.1.RI.** **Reading Standards for Informational Text**

INDICATOR/BE **INDICATOR/BE** **Craft and Structure**
NCHMARK **NCHMARK**

STANDARD 1.RI.5. Know and use various text features to locate key facts or information in a text.

STANDARD 1.RI.6. Identify the difference between information provided by pictures or other illustrations and
information provided by the words in a text.

GOAL/STRAND SD.1.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 1.RI.7. Use the illustrations and details in a text to describe its key ideas.

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS 1.RF.1.a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

GOAL/STRAND SD.1.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS 1.RF.4.b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.

GOAL/STRAND SD.1.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 1.W.5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
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SUPPORTING SKILLS 1.SL.1.a. Follow agreed-upon rules for discussions.

SUPPORTING SKILLS 1.SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 1.SL.2. Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.

GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.

STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 29: Revisiting Unit 3, p. 275-282

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
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GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
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GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
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INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
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GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text
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INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
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GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
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INDICATOR/BE NCHMARK		Print Concepts
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STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
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SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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GOAL/STRAND	SD.1.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.

SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
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GOAL/STRAND SD.1.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
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STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
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SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
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SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
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GOAL/STRAND SD.1.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
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SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
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Week 30: Revisiting Unit 4, p. 283-290

South Dakota Content Standards

Language Arts

Grade 1 - Adopted: 2018

GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

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

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

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

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK **Range of Writing**

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND **SD.CCRA .SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK **Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.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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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RL.4.	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.
STANDARD	1.RL.6.	Use illustrations and details to identify who is telling the story at various points in a text.
GOAL/STRAND	SD.1.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GOAL/STRAND	SD.1.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	1.RI.5.	Know and use various text features to locate key facts or information in a text.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Print Concepts
STANDARD	1.RF.1.	Demonstrate understanding of the organization and basic features of print.
SUPPORTING SKILLS	1.RF.1.a.	Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonological Awareness
STANDARD	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
SUPPORTING SKILLS	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
GOAL/STRAND	SD.1.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	1.RF.3.f.	Read words with inflectional endings.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	1.W.5.	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
GOAL/STRAND	SD.1.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	1.W.7.	Participate in shared research and writing projects.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	1.SL.1.	Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups.
SUPPORTING SKILLS	1.SL.1.a.	Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	1.SL.2.	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
GOAL/STRAND	SD.1.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	1.SL.5.	Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
STANDARD	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	1.L.1.a.	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
SUPPORTING SKILLS	1.L.1.b.	Use common, proper, and possessive nouns.
SUPPORTING SKILLS	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
SUPPORTING SKILLS	1.L.1.f.	Use frequently occurring adjectives.
GOAL/STRAND	SD.1.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	1.L.2.a.	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
SUPPORTING SKILLS	1.L.2.b.	Use end punctuation for sentences.
GOAL/STRAND	SD.1.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	1.L.4.	Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.

SUPPORTING SKILLS	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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