

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

Secondary Criteria: Wisconsin Academic Standards

Subject: Language Arts

Grade: 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### Wisconsin Academic Standards

#### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA W6. Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA SL1. 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.

DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		<b>Print Concepts</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		<b>Phonological Awareness</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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<b>DOMAIN</b>		<b>Reading K-5</b>
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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<b>DOMAIN</b>		<b>Reading K-5</b>
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
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<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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<b>DOMAIN</b>		<b>Writing Standards K-5</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN

#### Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN

#### Anchor Standards for Language

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>
DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.1.2	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.1.2.b.	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING CONTINUUM	L.1.6.b.	End punctuation.
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**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**



<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

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

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
DESCRIPTOR / FOCUS AREA	RF.1.3.f.	Read words with inflectional endings (i.e., -s, -ed, -ing).

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.4</b>	<b>Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR / FOCUS AREA	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
<b>DOMAIN</b>		<b>Reading K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.2</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</b>

LEARNING CONTINUUM

L.1.2.a.

Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.3</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:</b>

LEARNING CONTINUUM

L.1.3.b.

Explain rationale for sorting words into categories.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM

L.1.5.d.

Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.d.	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

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

## Wisconsin Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### DOMAIN **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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#### DOMAIN **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### DOMAIN **Anchor Standards for Language**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
DESCRIPTOR / FOCUS AREA	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
DESCRIPTOR / FOCUS AREA	RF.1.3.e.	Decode two-syllable words following basic (known) patterns by breaking the words into syllables.

**DOMAIN**

**Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**

**Speaking & Listening K-5**







DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
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**DOMAIN** **Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**DOMAIN** **Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
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LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
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**DOMAIN** **Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.1.6.d.	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).
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# Wisconsin Academic Standards

## Language Arts

Grade 1 - Adopted: 2020/Implement 2021

### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA SL1. 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.

DESCRIPTOR / FOCUS AREA SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### DOMAIN Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA L2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA L4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

### DOMAIN Reading Foundational Skills

CONTENT STANDARD		Phonological Awareness
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>DOMAIN</b>	<b>Reading Foundational Skills</b>	
<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
<b>DOMAIN</b>	<b>Reading K-5</b>	
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
<b>DOMAIN</b>	<b>Reading K-5</b>	
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
<b>DOMAIN</b>	<b>Writing Standards K-5</b>	
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA      W.1.6      With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA      W.1.9      With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**      **Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA      SL.1.2      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN**      **Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM      L.1.5.a.      Common, proper, and possessive nouns.

LEARNING CONTINUUM      L.1.5.c.      Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

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

## Language Arts

Grade 1 - Adopted: 2020/Implement 2021

### DOMAIN Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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### DOMAIN Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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### DOMAIN Anchor Standards for Language

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / FOCUS AREA      R.1.7      Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA      W.1.6      With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA      W.1.9      With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**      **Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA      SL.1.2      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN**      **Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA      L.1.3      Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:

LEARNING CONTINUUM	L.1.3.b.	Explain rationale for sorting words into categories.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.

LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
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<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.a.	Capitalization of dates and names of people.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

<b>DOMAIN</b>		<b>Anchor Standards for Reading</b>
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA      W.1.9      With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA      SL.1.2      Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.5</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM      L.1.5.a.      Common, proper, and possessive nouns.

LEARNING CONTINUUM      L.1.5.c.      Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

LEARNING CONTINUUM      L.1.5.d.      Production and expansion of complete sentences in response to prompts.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
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LEARNING CONTINUUM

L.1.6.b. End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA W5. Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

#### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA SL1. 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.

DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		<b>Print Concepts</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		<b>Phonological Awareness</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
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**DOMAIN**

**Speaking & Listening K-5**

CONTENT STANDARD		Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**DOMAIN** **Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
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LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
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LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
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LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.
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**DOMAIN** **Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
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LEARNING CONTINUUM	L.1.6.b.	End punctuation.
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Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

**Wisconsin Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2020/Implement 2021

**DOMAIN** **Anchor Standards for Reading**







**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
<b>LEARNING CONTINUUM</b>	L.1.2.a.	Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
<b>LEARNING CONTINUUM</b>	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
<b>LEARNING CONTINUUM</b>	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN Anchor Standards for Language

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA      L4.      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**      **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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DESCRIPTOR / FOCUS AREA      RF.1.1.a.      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**DOMAIN**      **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
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DESCRIPTOR / FOCUS AREA      RF.1.2.c.      Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

DESCRIPTOR / FOCUS AREA      RF.1.2.d.      Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**DOMAIN**      **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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DESCRIPTOR / FOCUS AREA      RF.1.3.c.      Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

**DOMAIN**      **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
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DESCRIPTOR / FOCUS AREA      R.1.7      Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM

L.1.6.b.

End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA

R3.

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

#### DOMAIN

#### Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA

W5.

Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

#### DOMAIN

#### Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Print Concepts</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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DESCRIPTOR / FOCUS AREA	RF.1.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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DESCRIPTOR / FOCUS AREA	RF.1.3.e.	Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
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**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
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**DOMAIN****Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN****Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
<b>LEARNING CONTINUUM</b>	L.1.5.a.	Common, proper, and possessive nouns.
<b>LEARNING CONTINUUM</b>	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
<b>LEARNING CONTINUUM</b>	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN****Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
<b>LEARNING CONTINUUM</b>	L.1.6.a.	Capitalization of dates and names of people.
<b>LEARNING CONTINUUM</b>	L.1.6.b.	End punctuation.

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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#### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### DOMAIN Anchor Standards for Language

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

DESCRIPTOR / FOCUS AREA	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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DESCRIPTOR / FOCUS AREA	RF.1.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Phonics and Word Recognition</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
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**DOMAIN** **Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**DOMAIN** **Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
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LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
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LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.
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**DOMAIN** **Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.1.6.b.	End punctuation.
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## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

#### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.





DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.1.6.a.	Capitalization of dates and names of people.
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

#### DOMAIN Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA      L4.      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA      L5.      Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

DESCRIPTOR / FOCUS AREA      L6.      Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA      RF.1.1.a.      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA      RF.1.3.c.      Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

**DOMAIN** **Reading K-5**



DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING CONTINUUM	L.1.6.b.	End punctuation.
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Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
<b>DOMAIN</b>		<b>Anchor Standards for Speaking &amp; Listening</b>
<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA

R3.

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

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**





<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Writing**



DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
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DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**



**DOMAIN****Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
<b>LEARNING CONTINUUM</b>	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

**DOMAIN****Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

**DOMAIN****Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W5.</b>	<b>Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</b>

**DOMAIN****Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L3.	Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.1.2	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

DESCRIPTOR / FOCUS AREA	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.1.3	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
DESCRIPTOR / FOCUS AREA	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

<b>DOMAIN</b>		<b>Reading K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.3	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:</b>
<b>LEARNING CONTINUUM</b>	L.1.3.c.	Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>
<b>LEARNING CONTINUUM</b>	L.1.5.a.	Common, proper, and possessive nouns.

LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.
<b>DOMAIN</b>	<b>Language K-5</b>	
<b>CONTENT STANDARD</b>	<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Conventions of Standardized English</b>	
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

<b>DOMAIN</b>	<b>Anchor Standards for Reading</b>	
<b>CONTENT STANDARD</b>	<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Key Ideas and Details</b>	
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R1.</b>	<b>Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>DOMAIN</b>	<b>Anchor Standards for Writing</b>	
<b>CONTENT STANDARD</b>	<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Production and Distribution of Writing</b>	

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN

#### Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

#### DOMAIN

#### Anchor Standards for Speaking & Listening

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN

#### Anchor Standards for Language

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.4	Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>DOMAIN</b>		<b>Reading K-5</b>

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.1	Develop and answer questions about key ideas and details in a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.2	Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

**DOMAIN**

**Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.8	Identify specific information an author or illustrator gives that supports ideas in a text. (RI)

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.1.2	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.1.2.b.	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.7	Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
DESCRIPTOR / FOCUS AREA	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**

**Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.1.1	Develop and answer questions about key ideas and details in a text. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.2	Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

**DOMAIN**

**Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.1.8	Identify specific information an author or illustrator gives that supports ideas in a text. (RI)

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN****Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
<b>DESCRIPTOR / FOCUS AREA</b>	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN****Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
<b>LEARNING CONTINUUM</b>	L.1.5.a.	Common, proper, and possessive nouns.
<b>LEARNING CONTINUUM</b>	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
<b>LEARNING CONTINUUM</b>	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN****Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
<b>LEARNING CONTINUUM</b>	L.1.6.b.	End punctuation.
<b>LEARNING CONTINUUM</b>	L.1.6.d.	Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA      RF.1.1.a.      Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonological Awareness</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA      RF.1.2.a.      Distinguish long from short vowel sounds in spoken single-syllable words.

DESCRIPTOR / FOCUS AREA      RF.1.2.b.      Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA      RF.1.3.a.      Know the spelling-sound correspondences for common consonant digraphs.

DESCRIPTOR / FOCUS AREA      RF.1.3.c.      Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

DESCRIPTOR / FOCUS AREA      RF.1.3.f.      Read words with inflectional endings (i.e., -s, -ed, -ing).

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.4</b>	<b>Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR / FOCUS AREA      RF.1.4.b.      Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.1	Develop and answer questions about key ideas and details in a text. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.1.2	Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.1.8	Identify specific information an author or illustrator gives that supports ideas in a text. (RI)
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.1.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.1.2.b.	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DESCRIPTOR / FOCUS AREA	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.7	Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
DESCRIPTOR / FOCUS AREA	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**

**Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.1.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

LEARNING CONTINUUM	L.1.2.a.	Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).
<b>DOMAIN Language K-5</b>		
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

<b>DOMAIN Language K-5</b>		
CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

<b>DOMAIN Anchor Standards for Reading</b>		
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly 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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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>	<b>Reading Foundational Skills</b>	
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.
DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>DOMAIN</b>	<b>Reading Foundational Skills</b>	
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
<b>DOMAIN</b>	<b>Reading Foundational Skills</b>	
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.4	Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>DOMAIN</b>	<b>Reading K-5</b>	
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
<b>DOMAIN</b>	<b>Reading K-5</b>	
CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Integration of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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DESCRIPTOR / FOCUS AREA	RF.1.3.f.	Read words with inflectional endings (i.e., -s, -ed, -ing).
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR /  
FOCUS AREA

W.1.9

With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**

**Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR /  
FOCUS AREA

SL.1.2

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

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.2	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</b>

LEARNING  
CONTINUUM

L.1.2.a.

Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.5	<b>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</b>

LEARNING  
CONTINUUM

L.1.5.a.

Common, proper, and possessive nouns.

LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.
<b>DOMAIN</b> Language K-5		
CONTENT STANDARD		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

#### Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>DOMAIN</b>		<b>Anchor Standards for Speaking &amp; Listening</b>
CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Print Concepts



DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.7	Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.a.	Capitalization of dates and names of people.
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.4	Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN** **Reading K-5**







DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Print Concepts
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	Demonstrate understanding of the organization and basic features of print.

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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<b>DOMAIN</b>		<b>Reading K-5</b>
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LEARNING CONTINUUM	L.1.6.b.	End punctuation.
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Week 27: Unit 7 Inventive Writing, p. 257-263

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Print Concepts</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.1	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Phonological Awareness</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.1.2	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>

DESCRIPTOR / FOCUS AREA	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR /  
FOCUS AREA

W.1.9

With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN**

**Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR /  
FOCUS AREA

SL.1.2

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

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR /  
FOCUS AREA

L.1.5

**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**

LEARNING  
CONTINUUM

L.1.5.a.

Common, proper, and possessive nouns.

LEARNING  
CONTINUUM

L.1.5.c.

Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

LEARNING  
CONTINUUM

L.1.5.d.

Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.1.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

#### DOMAIN Anchor Standards for Speaking & Listening

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	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.
DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN Anchor Standards for Language

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
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DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.4</b>	<b>Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</b>
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DESCRIPTOR / FOCUS AREA	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Integration of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	R.1.7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.1.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.1.2.b.	Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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**DOMAIN**

**Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 1 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
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<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>

DESCRIPTOR / FOCUS AREA	RF.1.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.1.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / FOCUS AREA	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.1.3	Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.1.4	With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.1.9	With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
<b>DOMAIN</b>		<b>Speaking &amp; Listening K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

LEARNING CONTINUUM	L.1.5.d.	Production and expansion of complete sentences in response to prompts.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.1.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.1.6.b.	End punctuation.

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

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2020/Implement 2021

<b>DOMAIN</b>		<b>Anchor Standards for Reading</b>
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
<b>DESCRIPTOR / FOCUS AREA</b>	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	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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DESCRIPTOR / FOCUS AREA	SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L5.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Print Concepts
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.1.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM      W.1.2.b.      Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA      W.1.4      With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA      W.1.5      With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

DESCRIPTOR / FOCUS AREA      W.1.6      With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA      W.1.7      Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

DESCRIPTOR / FOCUS AREA      W.1.9      With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.1.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
LEARNING CONTINUUM	L.1.2.a.	Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
LEARNING CONTINUUM	L.1.5.a.	Common, proper, and possessive nouns.
LEARNING CONTINUUM	L.1.5.c.	Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.1.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

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LEARNING  
CONTINUUM

L.1.6.b. End punctuation.