

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Utah State Core Curriculum

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Utah State Core Curriculum

Language Arts

Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards

OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.a.	Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
EXPECTATION / STANDARD	SL.1.1.b.	Produce grade-appropriate text using legible writing.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.d.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / STANDARD	SL.1.1.e.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.
EXPECTATION / STANDARD	SL.1.1.j.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.c.	Use commas in dates and to separate single words in a series.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	SL.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Utah State Core Curriculum
Language Arts
Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
------------------------------------	--------------	----------------------------------

OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
INDICATOR / CLUSTER	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.

EXPECTATION / STANDARD	SL.1.1.j.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Utah State Core Curriculum
Language Arts
Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / CLUSTER	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature

OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.1.2.	Identify the main topic and retell key details of a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATOR / CLUSTER	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / CLUSTER	RI.1.8.	Identify the reasons an author gives to support points in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION /	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.

STANDARD		
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF	UT.CC.SL .1.	Speaking and Listening Standards

LEARNING		
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.d.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.
EXPECTATION / STANDARD	SL.1.1.j.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Utah State Core Curriculum

Language Arts

Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
-----------------------------	--------------	----------------------------------

OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.f.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.

EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Utah State Core Curriculum
Language Arts
Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS

INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RI.1.2.	Identify the main topic and retell key details of a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATOR / CLUSTER	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / CLUSTER	RI.1.8.	Identify the reasons an author gives to support points in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .1.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION /	RF.1.3.b.	Decode regularly spelled one-syllable words.

STANDARD		
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W. 1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
INDICATOR / CLUSTER	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL .1.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS

INDICATOR / CLUSTER	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.d.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / STANDARD	SL.1.1.f.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.
EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / AREA OF LEARNING	UT.CC.L. 1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Utah State Core Curriculum
Language Arts
Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.

INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / STANDARD	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W.1.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.d.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / STANDARD	SL.1.1.f.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.

EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION / STANDARD	SL.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Utah State Core Curriculum
Language Arts
Grade 1 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / CLUSTER	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / CLUSTER	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS

INDICATOR / CLUSTER	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / AREA OF LEARNING	UT.CC.R L.1.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONOLOGICAL AWARENESS
INDICATOR / CLUSTER	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / STANDARD	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / STANDARD	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / STANDARD	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / STANDARD	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
STANDARD / AREA OF LEARNING	UT.CC.R F.1.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.1.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.1.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W 1.	Writing Standards

OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION / STANDARD	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION / STANDARD	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / STANDARD	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STANDARD / AREA OF LEARNING	UT.CC.SL.1.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	SL.1.1.c.	Use common, proper, and possessive nouns.
EXPECTATION / STANDARD	SL.1.1.d.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION / STANDARD	SL.1.1.g.	Use frequently occurring adjectives.
EXPECTATION / STANDARD	SL.1.1.k.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	SL.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	SL.1.2.b.	Use end punctuation for sentences.
EXPECTATION / STANDARD	SL.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / STANDARD	SL.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STANDARD / AREA OF LEARNING	UT.CC.L.1.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE

INDICATOR / CLUSTER	SL.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	SL.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

© 2015 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)