

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Wisconsin Model Academic Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

**Wisconsin Model Academic Standards
Language Arts
Grade 1 - Adopted: 2010**

DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	WI.CC.1. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR /	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including

FOCUS AREA		consonant blends.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.a.	Print all upper- and lowercase letters.
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DESCRIPTOR / FOCUS AREA	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR / FOCUS AREA	1.L.2.c.	Use commas in dates and to separate single words in a series.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR /	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

FOCUS AREA		
DESCRIPTOR / FOCUS AREA	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Wisconsin Model Academic Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition

PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DOMAIN	WI.CC.1. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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).
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards

CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR /	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home

FOCUS AREA		that are cozy).
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Unit 2

Wisconsin Model Academic Standards
Language Arts
Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.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.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	WI.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	WI.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.2.	Identify the main topic and retell key details of a text.
DOMAIN	WI.CC.1. RI.	Reading Standards for Informational Text

CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN	WI.CC.1.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.8.	Identify the reasons an author gives to support points in a text.
DOMAIN	WI.CC.1.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	WI.CC.1. W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	WI.CC.1. L.	Language Standards
CONTENT STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Wisconsin Model Academic Standards
Language Arts
Grade 1 - Adopted: 2010

DOMAIN	W.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD /	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LEARNING PRIORITY		
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	W.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	W.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	W.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PRIORITY		
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Wisconsin Model Academic Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	W.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.

DOMAIN	W.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	W.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	W.CC.1. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	W.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.2.	Identify the main topic and retell key details of a text.
DOMAIN	W.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN	W.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RI.8.	Identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.1. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD /	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade

LEARNING PRIORITY		
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.1.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
DOMAIN	WI.CC.1.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	WI.CC.1.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING	1.W.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).

PRIORITY		
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DESCRIPTOR / FOCUS AREA	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR /	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for

FOCUS AREA		frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Wisconsin Model Academic Standards
Language Arts
Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity

PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DESCRIPTOR / FOCUS AREA	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	WI.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.1.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	WI.CC.1.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	WI.CC.1.W.	Writing Standards
CONTENT		Research to Build and Present Knowledge

STANDARD		
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	W.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DESCRIPTOR / FOCUS AREA	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	W.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Wisconsin Model Academic Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.1.	Ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN	WI.CC.1.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for

STANDARD / LEARNING PRIORITY		grade
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonological Awareness
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DESCRIPTOR / FOCUS AREA	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DESCRIPTOR / FOCUS AREA	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
DESCRIPTOR / FOCUS AREA	1.RF.3.b.	Decode regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN	W.CC.1.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	1.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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.
DOMAIN	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	1.W.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	W.CC.1.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD /	1.W.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).

LEARNING PRIORITY		
DOMAIN	WI.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	1.SL.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).
DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DESCRIPTOR / FOCUS AREA	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN	WI.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
DOMAIN	WI.CC.1.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	1.L.1.b.	Use common, proper, and possessive nouns.
DESCRIPTOR / FOCUS AREA	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DESCRIPTOR / FOCUS AREA	1.L.1.f.	Use frequently occurring adjectives.
DESCRIPTOR / FOCUS AREA	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	1.L.2.b.	Use end punctuation for sentences.
DESCRIPTOR / FOCUS AREA	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DESCRIPTOR / FOCUS AREA	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT		Vocabulary Acquisition and Use

STANDARD		
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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