Classroom Supplement Units Grade 1

Pre-writing

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE / CONTENT	AK.RF.1.	Foundational Skills

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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 or combine or summarize information/facts learned).
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
PERFORMANCE / CONTENT	AK.SL.1.	Speaking and Listening Standards

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	**SL.1.6.**	**Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	**L.1.1.a.**	**Print all upper- and lowercase letters.**
INDICATOR	**L.1.1.b.**	**Use common, proper, and possessive nouns.**
INDICATOR	**L.1.1.c.**	**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
INDICATOR	**L.1.1.d.**	**Use personal, possessive, and indefinite pronouns (e.g., I me, my; they, them, their, anyone, everything).**
INDICATOR	**L.1.1.f.**	**Use frequently occurring adjectives.**
INDICATOR	**L.1.1.i.**	**Use frequently occurring prepositions (e.g., during, beyond, toward).**
INDICATOR	**L.1.1.j.**	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	**L.1.2.b.**	**Use end punctuation for sentences.**
INDICATOR	**L.1.2.c.**	**Use commas in dates and to separate single words in a series.**
INDICATOR	**L.1.2.d.**	**Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
INDICATOR	**L.1.2.e.**	**Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.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.**
INDICATOR	**L.1.4.a.**	**Use sentence-level context as a clue to the meaning of a word or phrase.**
INDICATOR	**L.1.4.c.**	**Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 1

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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 or combine or summarize information/facts learned).
GOAL	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information

		presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.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.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RI.1.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.1.1.	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
GOAL	RI.1.2.	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.1.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GOAL	RI.1.6.	Distinguish between information provided by photos or other graphics and information provided by the words in a text.

PERFORMANCE / CONTENT STANDARD	AK.RI.1.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GOAL	RI.1.8.	Identify the opinions an author states to support points in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.1.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.1.10.	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	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 (e.g., restate at the end the most interesting fact or the most important idea shared).
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT	AK.W.1.	Writing Standards

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	**W.1.5.**	**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.**
PERFORMANCE / CONTENT STANDARD	**AK.W.1.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**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 or combine or summarize information/facts learned).**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
INDICATOR	**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).**
INDICATOR	**SL.1.1.b.**	**Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
INDICATOR	**SL.1.1.c.**	**Ask questions to clear up any confusion about the topics and texts under discussion.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	**SL.1.6.**	**Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	**L.1.1.b.**	**Use common, proper, and possessive nouns.**
INDICATOR	**L.1.1.c.**	**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
INDICATOR	**L.1.1.f.**	**Use frequently occurring adjectives.**
INDICATOR	**L.1.1.i.**	**Use frequently occurring prepositions (e.g., during, beyond, toward).**
INDICATOR	**L.1.1.j.**	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL		**Conventions of Standard English**

EXPECTATION / STRAND		
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.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.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 3

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give

		information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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 or combine or summarize information/facts learned).
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.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.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 4

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.

PERFORMANCE / CONTENT STANDARD	**AK.RL.1.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	**RL.1.7.**	**Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.**
PERFORMANCE / CONTENT STANDARD	**AK.RL.1.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	**RL.1.10.**	**With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.**
PERFORMANCE / CONTENT STANDARD	**AK.RI.1.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	**RI.1.1.**	**With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.**
GOAL	**RI.1.2.**	**Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.**
PERFORMANCE / CONTENT STANDARD	**AK.RI.1.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	**RI.1.4.**	**Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**
GOAL	**RI.1.6.**	**Distinguish between information provided by photos or other graphics and information provided by the words in a text.**
PERFORMANCE / CONTENT STANDARD	**AK.RI.1.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	**RI.1.7.**	**Use the illustrations and details in a text to describe its key ideas.**
GOAL	**RI.1.8.**	**Identify the opinions an author states to support points in a text.**
PERFORMANCE / CONTENT STANDARD	**AK.RI.1.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	**RI.1.10.**	**With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.**
PERFORMANCE / CONTENT STANDARD	**AK.RF.1.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Phonological Awareness**
GOAL	**RF.1.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATOR	**RF.1.2.a.**	**Distinguish long from short vowel sounds in spoken single-syllable words.**
INDICATOR	**RF.1.2.c.**	**Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**
PERFORMANCE / CONTENT	**AK.RF.1.**	**Foundational Skills**

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		**Phonics and Word Recognition**
GOAL	**RF.1.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATOR	**RF.1.3.a.**	**Know the spelling-sound correspondences for common consonant digraphs.**
INDICATOR	**RF.1.3.b.**	**Decode regularly spelled one-syllable words.**
INDICATOR	**RF.1.3.c.**	**Know final -e and common vowel team conventions for representing long vowel sounds.**
PERFORMANCE / CONTENT STANDARD	**AK.RF.1.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.1.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	**RF.1.4.a.**	**Read on-level text with purpose and understanding.**
INDICATOR	**RF.1.4.b.**	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
INDICATOR	**RF.1.4.c.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
PERFORMANCE / CONTENT STANDARD	**AK.W.1.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**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 (e.g., restate at the end the most interesting fact or the most important idea shared).**
PERFORMANCE / CONTENT STANDARD	**AK.W.1.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	**W.1.5.**	**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.**
PERFORMANCE / CONTENT STANDARD	**AK.W.1.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**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 or combine or summarize information/facts learned).**
GOAL	**W.1.8.**	**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
INDICATOR	**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).**
INDICATOR	**SL.1.1.b.**	**Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
INDICATOR	**SL.1.1.c.**	**Ask questions to clear up any confusion about the topics and texts under discussion.**

PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.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.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home

		that are cozy).
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 5

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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 or combine or summarize information/facts learned).
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1.b.	Use common, proper, and possessive nouns.
INDICATOR	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1.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).
INDICATOR	L.1.1.f.	Use frequently occurring adjectives.
INDICATOR	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2.b.	Use end punctuation for sentences.
INDICATOR	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.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.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
PERFORMANCE / CONTENT STANDARD	AK.L.1.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 7

Alaska Content Standards

Language Arts

Grade **1** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
GOAL	RL.1.2.	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
GOAL	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.1.4.	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.
GOAL	RL.1.5.	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
PERFORMANCE / CONTENT STANDARD	AK.RL.1.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.1.10.	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonological Awareness
GOAL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including

		consonant blends.
INDICATOR	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
PERFORMANCE / CONTENT STANDARD	AK.RF.1.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.1.3.	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.
PERFORMANCE / CONTENT STANDARD	AK.W.1.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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 or combine or summarize information/facts learned).
PERFORMANCE / CONTENT STANDARD	AK.SL.1.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under

		discussion.
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.1.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	**SL.1.6.**	**Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	**L.1.1.b.**	**Use common, proper, and possessive nouns.**
INDICATOR	**L.1.1.c.**	**Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
INDICATOR	**L.1.1.f.**	**Use frequently occurring adjectives.**
INDICATOR	**L.1.1.j.**	**Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.1.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	**L.1.2.b.**	**Use end punctuation for sentences.**
INDICATOR	**L.1.2.d.**	**Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
INDICATOR	**L.1.2.e.**	**Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**
PERFORMANCE / CONTENT STANDARD	**AK.L.1.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	**L.1.5.c.**	**Identify real-life connections between words and their use (e.g., note places at home that are cozy).**