

**Main Criteria:** Classroom Supplement Units Grade 1

**Secondary Criteria:** California Content Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### California Content Standards

#### Language Arts

Grade 1 - Adopted: 2013

|                                  |              |  |
|----------------------------------|--------------|--|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RL.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RL.1.2.      | Retell stories, including key details, and demonstrate understanding of their central message or lesson.   |
| EXPECTATION / SUBSTRAND          | RL.1.3.      | Describe characters, settings, and major events in a story, using key details.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Craft and Structure  |
| EXPECTATION / SUBSTRAND          | RL.1.4.      | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RL.1.7.      | Use illustrations and details in a story to describe its characters, setting, or events.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RL.1.10.     | With prompting and support, read prose and poetry of appropriate complexity for grade 1.   |
| FOUNDATION / PROFICIENCY LEVEL   | RL.1.10.b    | Confirm predictions about what will happen next in a text. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RI.1.10.     | With prompting and support, read informational texts appropriately complex for grade 1.  |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.b    | Confirm predictions about what will happen next in a text. CA  |
| CONTENT                          | CA.CC.R      | Reading Standards: Foundational Skills   |

|                                  |              |   |
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| STANDARD / DOMAIN / PART         | F.1.         |   |
| PERFORMANCE STANDARD / MODE      |              | Phonological Awareness  |
| EXPECTATION / SUBSTRAND          | RF.1.2.      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.    | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.b.    | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND          | RF.1.3.      | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.    | Know the spelling-sound correspondences for common consonant digraphs.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.    | Decode regularly spelled one-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.c.    | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.      | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.c.    | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 1.  | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Text Types and Purposes   |
| EXPECTATION / SUBSTRAND          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 1.  | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 1.  | Writing Standards   |

|                                  |              |   |
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| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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). |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                 |
| FOUNDATION / PROFICIENCY LEVEL   | 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).               |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                         |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.6.      | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |              | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.a.     | Print all upper- and lowercase letters.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.b.     | Use common, proper, and possessive nouns.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.c.     | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.d.     | Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA                                  |

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| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.    | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.i.    | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.    | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                               |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.b.    | Use end punctuation for sentences.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.c.    | Use commas in dates and to separate single words in a series.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.    | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | 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. |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.a.    | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.c.    | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  |

Unit 1

California Content Standards  
Language Arts  
Grade 1 - Adopted: 2013

|                                  |              |  |
|----------------------------------|--------------|--|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RL.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RL.1.2.      | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| EXPECTATION / SUBSTRAND          | RL.1.3.      | Describe characters, settings, and major events in a story, using key details.                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE                      |              | Craft and Structure  |

|                                  |              |   |
|----------------------------------|--------------|---|
| STANDARD / MODE                  |              |   |
| EXPECTATION / SUBSTRAND          | RL.1.4.      | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature  |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas  |
| EXPECTATION / SUBSTRAND          | RL.1.7.      | Use illustrations and details in a story to describe its characters, setting, or events.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Phonological Awareness  |
| EXPECTATION / SUBSTRAND          | RF.1.2.      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.    | Distinguish long from short vowel sounds in spoken single-syllable words.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.b.    | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND          | RF.1.3.      | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.    | Know the spelling-sound correspondences for common consonant digraphs.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.    | Decode regularly spelled one-syllable words.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.      | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.c.    | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W 1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Text Types and Purposes   |
| EXPECTATION / SUBSTRAND          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |

|                                  |              |   |
|----------------------------------|--------------|---|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.        |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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). |
| EXPECTATION / SUBSTRAND          | W.1.8.       | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                 |
| FOUNDATION / PROFICIENCY LEVEL   | 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).               |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.b.    | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                         |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.4.      | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.4.a.    | Memorize and recite poems, rhymes, and songs with expression. CA  |
| CONTENT                          | CA.CC.S      | Speaking and Listening Standards  |

|                                  |             |   |
|----------------------------------|-------------|---|
| STANDARD / DOMAIN / PART         | L.1.        |   |
| PERFORMANCE STANDARD / MODE      |             | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.6.     | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)                                  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.b.    | Use common, proper, and possessive nouns.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.    | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.i.    | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.    | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                               |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.    | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | 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. |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.a.    | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.1.5.      | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.5.c.    | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |

**California Content Standards**

**Language Arts**

Grade 1 - Adopted: 2013

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|---|---------------------|---|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Key Ideas and Details</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.1.</b>      | <b>Ask and answer questions about key details in a text.</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.2.</b>      | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.3.</b>      | <b>Describe characters, settings, and major events in a story, using key details.</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.4.</b>      | <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA</b> |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.5.</b>      | <b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Integration of Knowledge and Ideas</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.7.</b>      | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.10.</b>     | <b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RL.1.10.a</b>    | <b>Activate prior knowledge related to the information and events in a text. CA</b>   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RL.1.10.b</b>    | <b>Confirm predictions about what will happen next in a text. CA</b>  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .1.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Key Ideas and Details</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.1.1.</b>      | <b>Ask and answer questions about key details in a text.</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.1.2.</b>      | <b>Identify the main topic and retell key details of a text.</b>  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .1.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.1.4.</b>      | <b>Ask and answer questions to help determine or clarify the meaning of words and</b>   |



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| SUBSTRAND                        |             | phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)<br>CA                                   |
| EXPECTATION / SUBSTRAND          | RI.1.6.     | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |             | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RI.1.7.     | Use the illustrations and details in a text to describe its key ideas.   |
| EXPECTATION / SUBSTRAND          | RI.1.8.     | Identify the reasons an author gives to support points in a text.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |             | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RI.1.10.    | With prompting and support, read informational texts appropriately complex for grade 1.                                      |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.a.  | Activate prior knowledge related to the information and events in a text. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.b.  | Confirm predictions about what will happen next in a text. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills   |
| PERFORMANCE STANDARD / MODE      |             | Phonological Awareness   |
| EXPECTATION / SUBSTRAND          | RF.1.2.     | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.   | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.b.   | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills   |
| PERFORMANCE STANDARD / MODE      |             | Phonics and Word Recognition   |
| EXPECTATION / SUBSTRAND          | RF.1.3.     | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA              |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.   | Know the spelling-sound correspondences for common consonant digraphs.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.   | Decode regularly spelled one-syllable words.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.c.   | Know final -e and common vowel team conventions for representing long vowel sounds.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills   |
| PERFORMANCE STANDARD / MODE      |             | Fluency  |
| EXPECTATION /                    | RF.1.4.     | Read with sufficient accuracy and fluency to support comprehension.  |

|   |              |   |
|---|--------------|---|
| <b>SUBSTRAND</b>                        |              |   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | RF.1.4.c.    | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CA.CC.W.1.   | <b>Writing Standards</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |              | <b>Text Types and Purposes</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | 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.   |
| <b>EXPECTATION / SUBSTRAND</b>          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CA.CC.W.1.   | <b>Writing Standards</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |              | <b>Production and Distribution of Writing</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CA.CC.W.1.   | <b>Writing Standards</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |              | <b>Research to Build and Present Knowledge</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | 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).   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CA.CC.S L.1. | <b>Speaking and Listening Standards</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |              | <b>Comprehension and Collaboration</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | 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.   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | 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).   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | SL.1.1.b.    | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CA.CC.S L.1. | <b>Speaking and Listening Standards</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |              | <b>Comprehension and Collaboration</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| <b>CONTENT</b>                          | CA.CC.S      | <b>Speaking and Listening Standards</b>   |

|                                  |              |   |
|----------------------------------|--------------|---|
| STANDARD / DOMAIN / PART         | L.1.         |   |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.4.      | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                                 |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.4.a.    | Memorize and recite poems, rhymes, and songs with expression. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.6.      | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |              | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                    |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.b.     | Use common, proper, and possessive nouns.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.c.     | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.     | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.i.     | Use frequently occurring prepositions (e.g., during, beyond, toward).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.     | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |              | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                        |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.b.     | Use end punctuation for sentences.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.     | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.                           |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.     | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |

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| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 1.</b> | <b>Language Standards</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.1.4.</b>      | <b>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.</b> |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>L.1.4.a.</b>    | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 1.</b> | <b>Language Standards</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.1.5.</b>      | <b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>  |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>L.1.5.c.</b>    | <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>   |

Unit 3

**California Content Standards**

**Language Arts**

Grade 1 - Adopted: 2013

|   |                     |   |
|---|---------------------|---|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Key Ideas and Details</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.1.</b>      | <b>Ask and answer questions about key details in a text.</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.2.</b>      | <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.3.</b>      | <b>Describe characters, settings, and major events in a story, using key details.</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.4.</b>      | <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA</b> |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Integration of Knowledge and Ideas</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.7.</b>      | <b>Use illustrations and details in a story to describe its characters, setting, or events.</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.10.</b>     | <b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>   |

|                                  |             |   |
|----------------------------------|-------------|---|
| FOUNDATION / PROFICIENCY LEVEL   | RL.1.10.b   | Confirm predictions about what will happen next in a text. CA   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.1. | Reading Standards for Informational Text  |
| PERFORMANCE STANDARD / MODE      |             | Range of Reading and Level of Text Complexity   |
| EXPECTATION / SUBSTRAND          | RI.1.10.    | With prompting and support, read informational texts appropriately complex for grade 1.                         |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.b   | Confirm predictions about what will happen next in a text. CA   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |             | Phonological Awareness  |
| EXPECTATION / SUBSTRAND          | RF.1.2.     | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                    |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.   | Distinguish long from short vowel sounds in spoken single-syllable words.                                       |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.b.   | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                 |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |             | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND          | RF.1.3.     | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.   | Know the spelling-sound correspondences for common consonant digraphs.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.   | Decode regularly spelled one-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.c.   | Know final -e and common vowel team conventions for representing long vowel sounds.                             |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RF.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |             | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.     | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.   | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.   | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.               |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.c.   | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.  | Writing Standards   |
| PERFORMANCE STANDARD /           |             | Text Types and Purposes   |

|                                  |              |   |
|----------------------------------|--------------|---|
| MODE                             |              |   |
| EXPECTATION / SUBSTRAND          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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).   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.   |
| FOUNDATION / PROFICIENCY LEVEL   | 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).   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.b.    | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.6.      | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)  |
| CONTENT STANDARD /               | CA.CC.L.1.   | Language Standards  |

|                                  |             |   |
|----------------------------------|-------------|---|
| DOMAIN / PART                    |             |   |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.b.    | Use common, proper, and possessive nouns.   |
| FOUNDATION / PROFICIENCY LEVEL   | 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).                                 |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.    | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.    | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                               |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.b.    | Use end punctuation for sentences.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.    | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | 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. |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.a.    | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.1.5.      | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.5.c.    | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |

Unit 4

California Content Standards  
Language Arts

Grade 1 - Adopted: 2013

|                    |              |                                  |
|--------------------|--------------|----------------------------------|
| CONTENT STANDARD / | CA.CC.R L.1. | Reading Standards for Literature |
|--------------------|--------------|----------------------------------|

|                                  |              |  |
|----------------------------------|--------------|--|
| DOMAIN / PART                    |              |  |
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RL.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RL.1.2.      | Retell stories, including key details, and demonstrate understanding of their central message or lesson.   |
| EXPECTATION / SUBSTRAND          | RL.1.3.      | Describe characters, settings, and major events in a story, using key details.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Craft and Structure  |
| EXPECTATION / SUBSTRAND          | RL.1.4.      | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA     |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RL.1.7.      | Use illustrations and details in a story to describe its characters, setting, or events.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RL.1.10.     | With prompting and support, read prose and poetry of appropriate complexity for grade 1.   |
| FOUNDATION / PROFICIENCY LEVEL   | RL.1.10.b    | Confirm predictions about what will happen next in a text. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RI.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RI.1.2.      | Identify the main topic and retell key details of a text.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |              | Craft and Structure  |
| EXPECTATION / SUBSTRAND          | RI.1.4.      | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION / SUBSTRAND          | RI.1.6.      | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RI.1.7.      | Use the illustrations and details in a text to describe its key ideas.   |



|                                  |              |   |
|----------------------------------|--------------|---|
| EXPECTATION / SUBSTRAND          | RI.1.8.      | Identify the reasons an author gives to support points in a text.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.1.  | Reading Standards for Informational Text  |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity   |
| EXPECTATION / SUBSTRAND          | RI.1.10.     | With prompting and support, read informational texts appropriately complex for grade 1.                         |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.b.   | Confirm predictions about what will happen next in a text. CA   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R.F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Phonological Awareness  |
| EXPECTATION / SUBSTRAND          | RF.1.2.      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                    |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.    | Distinguish long from short vowel sounds in spoken single-syllable words.                                       |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.c.    | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.       |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R.F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND          | RF.1.3.      | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.    | Know the spelling-sound correspondences for common consonant digraphs.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.    | Decode regularly spelled one-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.c.    | Know final -e and common vowel team conventions for representing long vowel sounds.                             |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R.F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.      | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.               |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.c.    | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Text Types and Purposes   |

|                                  |              |   |
|----------------------------------|--------------|---|
| EXPECTATION / SUBSTRAND          | 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.                             |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.        |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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). |
| EXPECTATION / SUBSTRAND          | W.1.8.       | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                 |
| FOUNDATION / PROFICIENCY LEVEL   | 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).               |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.                         |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.5.      | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| EXPECTATION / SUBSTRAND          | SL.1.6.      | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L.1.   | Language Standards  |

|                                  |             |   |
|----------------------------------|-------------|---|
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.c.    | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| FOUNDATION / PROFICIENCY LEVEL   | 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).                                 |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.    | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.    | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.                               |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.b.    | Use end punctuation for sentences.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.    | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | 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. |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.a.    | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.1.5.      | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.5.c.    | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |

Unit 5

California Content Standards  
Language Arts  
Grade 1 - Adopted: 2013

|                                  |              |                                  |
|----------------------------------|--------------|----------------------------------|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature |
|----------------------------------|--------------|----------------------------------|

|                                  |              |  |
|----------------------------------|--------------|--|
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RL.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RL.1.2.      | Retell stories, including key details, and demonstrate understanding of their central message or lesson.   |
| EXPECTATION / SUBSTRAND          | RL.1.3.      | Describe characters, settings, and major events in a story, using key details.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Craft and Structure  |
| EXPECTATION / SUBSTRAND          | RL.1.4.      | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RL.1.7.      | Use illustrations and details in a story to describe its characters, setting, or events.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RL.1.10.     | With prompting and support, read prose and poetry of appropriate complexity for grade 1.   |
| FOUNDATION / PROFICIENCY LEVEL   | RL.1.10.b    | Confirm predictions about what will happen next in a text. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .1. | Reading Standards for Informational Text   |
| PERFORMANCE STANDARD / MODE      |              | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RI.1.10.     | With prompting and support, read informational texts appropriately complex for grade 1.  |
| FOUNDATION / PROFICIENCY LEVEL   | RI.1.10.b    | Confirm predictions about what will happen next in a text. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills   |
| PERFORMANCE STANDARD / MODE      |              | Phonological Awareness   |
| EXPECTATION / SUBSTRAND          | RF.1.2.      | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.a.    | Distinguish long from short vowel sounds in spoken single-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.b.    | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.2.c.    | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  |
| CONTENT STANDARD /               | CA.CC.R F.1. | Reading Standards: Foundational Skills   |

|                                  |              |   |
|----------------------------------|--------------|---|
| DOMAIN / PART                    |              |   |
| PERFORMANCE STANDARD / MODE      |              | Phonics and Word Recognition  |
| EXPECTATION / SUBSTRAND          | RF.1.3.      | Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.a.    | Know the spelling-sound correspondences for common consonant digraphs.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.b.    | Decode regularly spelled one-syllable words.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.3.c.    | Know final -e and common vowel team conventions for representing long vowel sounds.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R F.1. | Reading Standards: Foundational Skills  |
| PERFORMANCE STANDARD / MODE      |              | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.      | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.c.    | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W 1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Text Types and Purposes   |
| EXPECTATION / SUBSTRAND          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W 1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W 1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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).   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.   |
| FOUNDATION /                     | SL.1.1.a.    | Follow agreed-upon rules for discussions (e.g., listening to others with care,  |

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| PROFICIENCY LEVEL                |              | speaking one at a time about the topics and texts under discussion).  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.b.    | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.                                |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.1.6.      | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |              | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.1.       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                    |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.b.     | Use common, proper, and possessive nouns.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.c.     | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |
| FOUNDATION / PROFICIENCY LEVEL   | 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).   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.f.     | Use frequently occurring adjectives.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.1.j.     | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |              | Conventions of Standard English   |
| EXPECTATION / SUBSTRAND          | L.1.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                        |

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| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.b.    | Use end punctuation for sentences.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.d.    | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.2.e.    | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | 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. |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.4.a.    | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 1. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.1.5.      | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.1.5.c.    | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |

Unit 7

California Content Standards

Language Arts

Grade 1 - Adopted: 2013

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| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | RL.1.1.      | Ask and answer questions about key details in a text.  |
| EXPECTATION / SUBSTRAND          | RL.1.2.      | Retell stories, including key details, and demonstrate understanding of their central message or lesson.   |
| EXPECTATION / SUBSTRAND          | RL.1.3.      | Describe characters, settings, and major events in a story, using key details.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Craft and Structure  |
| EXPECTATION / SUBSTRAND          | RL.1.4.      | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.1. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |              | Integration of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | RL.1.7.      | Use illustrations and details in a story to describe its characters, setting, or events.   |

|   |                     |  |
|---|---------------------|--|
| <b>SUBSTRAND</b>                        |                     |  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.1.</b> | <b>Reading Standards for Literature</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.1.10.</b>     | <b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>                        |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RL.1.10.a</b>    | <b>Activate prior knowledge related to the information and events in a text. CA</b>                                    |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RL.1.10.b</b>    | <b>Confirm predictions about what will happen next in a text. CA</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .1.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.1.10.</b>     | <b>With prompting and support, read informational texts appropriately complex for grade 1.</b>                         |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RI.1.10.a.</b>   | <b>Activate prior knowledge related to the information and events in a text. CA</b>                                    |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RI.1.10.b</b>    | <b>Confirm predictions about what will happen next in a text. CA</b>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R F.1.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Phonological Awareness</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RF.1.2.</b>      | <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>                                    |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.2.a.</b>    | <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>                                       |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.2.b.</b>    | <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>                 |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.2.c.</b>    | <b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R F.1.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Phonics and Word Recognition</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RF.1.3.</b>      | <b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b> |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.3.a.</b>    | <b>Know the spelling-sound correspondences for common consonant digraphs.</b>  |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.3.b.</b>    | <b>Decode regularly spelled one-syllable words.</b>  |
| <b>FOUNDATION / PROFICIENCY LEVEL</b>   | <b>RF.1.3.c.</b>    | <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R F.1.</b> | <b>Reading Standards: Foundational Skills</b>  |



|                                  |              |   |
|----------------------------------|--------------|---|
| PERFORMANCE STANDARD / MODE      |              | Fluency   |
| EXPECTATION / SUBSTRAND          | RF.1.4.      | Read with sufficient accuracy and fluency to support comprehension.   |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.a.    | Read on-level text with purpose and understanding.  |
| FOUNDATION / PROFICIENCY LEVEL   | RF.1.4.b.    | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Text Types and Purposes   |
| EXPECTATION / SUBSTRAND          | W.1.3.       | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing  |
| EXPECTATION / SUBSTRAND          | W.1.5.       | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.1.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | 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).   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.   |
| FOUNDATION / PROFICIENCY LEVEL   | 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).   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.b.    | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.1.c.    | Ask questions to clear up any confusion about the topics and texts under discussion.  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | SL.1.2.      | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.1.2.a.    | Give, restate, and follow simple two-step directions. CA  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.1. | Speaking and Listening Standards  |

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