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

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.	ldentify 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	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

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.	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.	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.	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.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

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.	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.	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).

### California Content Standards

Language Arts

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.	ldentify 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.	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.	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.	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.	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.	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.	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.	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

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
EXPECTATION / SUBSTRAND	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
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.a	Activate prior knowledge related to the information and events in a text. CA
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	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	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION /	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and

SUBSTRAND		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	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	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.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.
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 /	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

SUBSTRAND		
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.	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.
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.	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.	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	CA.CC.S	Speaking and Listening Standards

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.	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.	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.	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			
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	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.
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.	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.	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.	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.	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.	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.	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.	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

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

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	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.	ldentify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	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	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	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.	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.	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.	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.	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.	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.	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

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

EXPECTATION   R.L.1.1   Ask and answer questions about key details in a text.   EXPECTATION   R.L.2.   Retail stories, including key details, and demonstrate understanding of their central suggests and suggests and provided in the central suggest feelings of their central suggests and provided in the central suggest feelings or appeal to the STANDARD   R.L.3.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Identify words and phrases in stories or pooms that suggest feelings or appeal to the STANDARD   R.L.4.   Reading Standards for Literature   R.L.4.   Reading Standards for Literature   R.L.4.   Reading Standards for Informational Text   R.L.4.   Reading Standards for Informational Text   R.L.4.   Reading Standards: Foundational Skills   R.L.4.   Reading Standards: Foundational Skills   R.L.4.   Reading Stan			
SUBSTRAND EXPECTATION   SUBSTRAND FOUNDATION   RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards for informational Text STANDARD   SUBSTRAND FOUNDATION   RCA.C.C.R. Reading Standards: Foundational Skills F.1. DOMMIN IPART FOUNDATION   RCA.C.C.R. Reading Standards: Foundational Skills F.1. DOMMIN IPART FOUNDATION   RCA.C.C.R. Reading Standards: Foundational Skills F.1. DOMMIN IPART FOUNDATION   RCA.C.C.R. Reading Standards: Foundational Skills F.1. Solve and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends.  EXPECTATION   SUBSTRAND FOUNDATION   RCA.C.R. Reading Standards: Foundational Skills	PERFORMANCE STANDARD / MODE		Key Ideas and Details
SUBSTRAND EXPECTATION   R.L.1.3. Describe characters, settings, and major events in a story, using key details.  CA.CC, R. Reading Standards for Literature  DOMAIN I PART EXPECTATION   R.L.1.4. Identity 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 CA.C.C. Reading Standards for Literature  CA.C.C. Reading Standards for Literature  L.1. Identity 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   CA.C.C. Reading Standards for Literature  L.1. Use illustrations and details in a story to describe its characters, setting, or events.  SUBSTRAND  CONTENT STANDARD   R.L.1.1. Use illustrations and details in a story to describe its characters, setting, or events.  SUBSTRAND  CONTENT STANDARD   R.L.1.1. With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CONTENT STANDARD   R.L.1.1. With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CA.C.C.R. Reading Standards for Informational Text  STANDARD   R.L.1.1. With prompting and support, read informational text capture for grade 1.  CA.C.C.R. Reading Standards for Informational Text  STANDARD   R.L.1.1. With prompting and support, read informational texts appropriately complex for grade 1.  CONTENT STANDARD   CA.C.C.R. Reading Standards for Informational Skills  F.L. CONTENT STANDARD   CA.C.C.R. Reading Standards foundational Skills  F.L. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  EXPECTATION   R.L.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  FOUNDATION   R.L.2. Demonstrate understanding of spoken words by blending sounds (phonemes), including consonant blends.  EXPECTATION   R.L.2. Calc.C. Reading Standards: Foundational Skills	EXPECTATION / SUBSTRAND	RL.1.1.	Ask and answer questions about key details in a text.
SUBSTRAND  CA.C.R. Reading Standards for Literature  DOMAIN I PART  ERPFORMANCE STANDARD I DOMAIN FORT  EXPECTATION I SUBSTRAND  CA.C.R. Reading Standards for Literature  CONTENT STANDARD I DOMAIN I PART  EXPECTATION I SUBSTRAND  CA.C.R. Reading Standards for Literature  L.1. Identity 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 I DOMAIN I PART  CA.C.R. Reading Standards for Literature  L.1. Use illustrations and details in a story to describe its characters, setting, or events.  SUBSTRAND  CONTENT STANDARD I DOMAIN I PART  CA.C.R. Reading Standards for Literature  L.1. Use illustrations and details in a story to describe its characters, setting, or events.  STANDARD I DOMAIN I PART  CA.C.C.R. Reading Standards for Literature  L.1. Use illustrations and details in a story to describe its characters, setting, or events.  SUBSTRAND  CONTENT  STANDARD I DOMAIN I PART  CA.C.C.R. Reading Standards for Literature  LITERATED IN CONTENT  STANDARD I DOMAIN I PART  CA.C.C.R. Reading Standards for informational Text  LITERATED IN CONTENT  STANDARD I DOMAIN I PART  PERFORMANCE STANDARD I DOMAIN I PART  CA.C.C.R. Reading Standards for informational Text  CONTENT  STANDARD I DOMAIN I PART  PERFORMANCE  STANDARD	EXPECTATION / SUBSTRAND	RL.1.2.	
DOMAIN I PART  PERFORMANCE STANDARD    DOMAIN PART  EXPECTATION    SUBSTRAND  CONTENT STANDARD    CACC.R Reading Standards for Literature STANDARD    L1.	EXPECTATION / SUBSTRAND	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STANDARD / MODE  EXPECTATION / SUBSTRAND  CA.C.C.R. Reading Standards for Literature  DOMAIN I PART / L.1.  Use illustrations and details in a storyto describe its characters, setting, or events. STANDARD / DOMAIN I PART / L.1.  CA.C.C.R. Reading Standards for Literature  STANDARD / DOMAIN I PART / L.1.  Use illustrations and details in a storyto describe its characters, setting, or events. SUBSTRAND  CONTENT STANDARD / DOMAIN I PART / L.1.  With prompting and Level of Text Complexity  STANDARD / DOMAIN I PART / L.1.  With prompting and support, read prose and poetry of appropriate complexity for grade 1.  EXPECTATION / SUBSTRAND  CONTENT GRADARD / DOMAIN I PART / L.1.  With prompting and support, read prose and poetry of appropriate complexity for grade 1.  CONTENT GRADARD / DOMAIN I PART / L.1.  CONTENT GRADARD / DOMAIN I PART / L.1.  EXPECTATION / SUBSTRAND  CONTENT GRADARD / DOMAIN I PART / L.1.  CA.C.C.R. Reading Standards for informational Text / L.1.  CONTENT GRADARD / DOMAIN I PART / L.1.  EXPECTATION / SUBSTRAND  COUNDATION / R.1.1.0.  With prompting and support, read informational texts appropriately complex for grade 1.  CONTENT GRADARD / DOMAIN I PART / L.1.  CA.C.C.R. Reading Standards: Foundational Skills  COUNDATION / R.1.2.  CA.C.C.R. Reading Standards: Foundational Skills	CONTENT STANDARD / DOMAIN / PART		Reading Standards for Literature
SUBSTRAND  CA.CC.R DOMAIN / PART  PERFORMANCE STANDARD / DOMAIN / PART  CA.CC.R  Reading Standards for Literature  DOMAIN / PART  L.1.  Use illustrations and details in a story to describe its characters, setting, or events. SUBSTRAND / DOMAIN / PART  CA.CC.R  Reading Standards for Literature  CONTENT STANDARD / DOMAIN / PART  Range of Reading and Level of Text Complexity  REPECTATION / SUBSTRAND  ROUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  Range of Reading and Level of Text Complexity  CONTENT STANDARD / DOMAIN / PART  Range of Reading and Level of Text Complexity  CONTENT STANDARD / DOMAIN / PART  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  CONTENT STANDARD / DOMAIN / PART  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  SUBSTRAND  ROUNDATION / BODE  RANGE READ RANGE  Range of Reading and Level of Text Complexity  CONTENT STANDARD / DOMAIN / PART  CA.CC.R  Reading Standards for Informational Text  CONTENT STANDARD / DOMAIN / PART  PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PROFICIENCY LEVEL  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  SUBSTRAND  READ RANGE	PERFORMANCE STANDARD / MODE		
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EXPECTATION / SUBSTRAND  CONTENT CA.C.C.R Reading Standards for Literature  L1.	CONTENT STANDARD / DOMAIN / PART		Reading Standards for Literature
SUBSTRAND  CA.CC.R  Reading Standards for Literature  L.1.  CA.CC.R  Reading Standards for Literature  L.1.  CA.CC.R  Range of Reading and Level of Text Complexity  FERFORMANCE  STANDARD /  BUBSTRAND  CONTENT  STANDARD /  DOMAIN / PART  PERFORMANCE  STANDARD /  BUBSTRAND  CA.CC.RI  Reading Standards shout what will happen next in a text. CA  CONTENT  STANDARD /  DOMAIN / PART  PERFORMANCE  STANDARD /  BUBSTRAND  CONTINENT  FOUNDATION /  PROFICIENCY  LEVEL  CONTENT  CA.CC.R  Reading Standards for Informational Text  CA.CC.RI  Reading Standards for Informational Text  CONTENT  STANDARD /  DOMAIN / PART  PERFORMANCE  STANDARD /  DOMAIN / PART  PROFICIENCY  LEVEL  CONTENT  STANDARD /  DOMAIN / PART  PROFICIENCY  LEVEL  CONTENT  STANDARD /  DOMAIN / PART  PROFICIENCY  LEVEL  CONTENT  SUBSTRAND  RF.1.2.  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  DEMONDATION /  PROFICIENCY  LEVEL  CONTENT  SUBSTRAND  RF.1.2.  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  PROFICIENCY  LEVEL  CONTENT  SUBSTRAND  RF.1.2.  Demonstrate understanding of spoken words by blending sounds (phonemes), including consonant blends.  CONTENT  FOUNDATION /  PROFICIENCY  LEVEL  CONTENT  CA.CC.R  Reading Standards: Foundational Skills  FOUNDATION /  PROFICIENCY  LEVEL  CONTENT  CA.CC.R  Reading Standards: Foundational Skills  FOUNDATION /  PROFICIENCY  LEVEL  CONTENT  CA.CC.R  Reading Standards: Foundational Skills	PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY  LEVEL  CONTENT  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  CONTENT  STANDARD / MODE  EXPECTATION / SUBSTRAND  CONTINE PROFICIENCY  LEVEL  CONTENT  STANDARD / MODE  EXPECTATION / SUBSTRAND  CA.CC.RI  Reading Standards for Informational Text  1.	EXPECTATION / SUBSTRAND	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / MODE  EXPECTATION / SUBSTRAND  RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / 1.  CA.CC.RI Reading Standards for Informational Text  STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  RI.1.10. With prompting and Level of Text Complexity  SUBSTRAND  MODE  RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / DOMAIN / PART  FOUNDATION / PROFICIENCY LEVEL  CONTENT CA.CC.R Reading Standards: Foundational Skills  CONTENT CA.CC.R Reading Standards: Foundational Skills	CONTENT STANDARD / DOMAIN / PART		Reading Standards for Literature
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DOMAIN / PART  PERFORMANCE STANDARD / MODE  RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / MODE  RF.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  PERFORMANCE STANDARD / PROFICIENCY LEVEL  COUNDATION / PROFICIENCY LEVEL  RF.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.1.2. Distinguish long from short vowel sounds in spoken single-syllable words.  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL SIGNATURE (PROFICIENCY LEVEL SIGNATURE (PROFICIENC	FOUNDATION / PROFICIENCY LEVEL	RL.1.10.b	Confirm predictions about what will happen next in a text. CA
STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL PROFICE AND PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL PROFICE AND PROFICIENCY LEVEL PROFICE AND PROFICIENCY LEVEL PROFICE AND P	CONTENT STANDARD / DOMAIN / PART		Reading Standards for Informational Text
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PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANCE STANDARD / MODE  EXPECTATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / EFF.1.2.b.  Corally produce single-syllable words by blending sounds (phonemes), including consonant blends.  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL / PROFICI	EXPECTATION / SUBSTRAND	RI.1.10.	
### PERFORMANCE STANDARD   Phonological Awareness    #### PERFORMANCE STANDARD   Phonological Awareness    #### Phonological Awareness    ##### Phonological Awareness    #### Phonologica	FOUNDATION / PROFICIENCY LEVEL	RI.1.10.b	Confirm predictions about what will happen next in a text. CA
EXPECTATION / MODE  EXPECTATION / SUBSTRAND  RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  FOUNDATION / PROFICIENCY LEVEL  CONTENT  CA.CC.R Reading Standards: Foundational Skills	CONTENT STANDARD / DOMAIN / PART		Reading Standards: Foundational Skills
FOUNDATION / PROFICIENCY LEVEL  CONTENT  CA.CC.R Reading Standards: Foundational Skills	PERFORMANCE STANDARD / MODE		Phonological Awareness
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PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY LEVEL  RF.1.2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. LEVEL  CONTENT  CA.CC.R Reading Standards: Foundational Skills	FOUNDATION / PROFICIENCY LEVEL	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
PROFICIENCY LEVEL single-syllable words.  CONTENT CA.CC.R Reading Standards: Foundational Skills	FOUNDATION / PROFICIENCY LEVEL	RF.1.2.b.	consonant blends.
	FOUNDATION / PROFICIENCY LEVEL	RF.1.2.c.	
	CONTENT STANDARD /		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.	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.	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.	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,

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.	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.	Language Standards
PERFORMANCE STANDARD /		Conventions of Standard English
MODE		
MODE 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.	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

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 /	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

SUBSTRAND		
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.a	Activate prior knowledge related to the information and events in a text. CA
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	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.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 / 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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.	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.	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.	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.	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.	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.	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).