Classroom Supplement Units Grade 1

Pre-writing

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.1.	Multiple strategies develop and expand oral vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.c.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.3.	Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.i.	Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
EVIDENCE OUTCOMES	1.1.3.a.iii.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.1.a.i.	Ask and answer questions about key details in a text. (CCSS: RL.1.1)
EVIDENCE	1.2.1.a.ii.	Retell stories, including key details, and demonstrate understanding of their central

OUTCOMES		message or lesson. (CCSS: RL.1.2)
EVIDENCE OUTCOMES	1.2.1.a.iii.	Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS:

OUTCOMES		RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
EVIDENCE OUTCOMES	1.2.4.a.iii.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.d.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
EVIDENCE OUTCOMES	1.2.4.d.iii.	Identify and understand compound words.
CONTENT AREA	**CO.1.3.**	**Writing and Composition**
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS /	1.3.1.d.	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. (CCSS:

EVIDENCE OUTCOMES		W.1.5)
CONTENT AREA	**CO.1.3.**	**Writing and Composition**
STANDARD	**1.3.2.**	**Appropriate spelling, conventions, and grammar are applied when writing. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.3.2.a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)**
EVIDENCE OUTCOMES	1.3.2.a.i.	Print all upper- and lowercase letters. (CCSS: L.1.1a)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
EVIDENCE OUTCOMES	1.3.2.a.iv.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.ix.	Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	**CO.1.3.**	**Writing and Composition**
STANDARD	**1.3.2.**	**Appropriate spelling, conventions, and grammar are applied when writing. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.3.2.b.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)**
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.b.iv.	Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Unit 1

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.1.**	**Multiple strategies develop and expand oral vocabulary. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.1.c.**	**Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)**
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.2.**	**Verbal and nonverbal language is used to express and receive information. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.2.a.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)**
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)

EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.2.**	**Verbal and nonverbal language is used to express and receive information. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.b.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.3.**	**Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.i.	Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
EVIDENCE OUTCOMES	1.1.3.a.iii.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.1.a.i.	Ask and answer questions about key details in a text. (CCSS: RL.1.1)
EVIDENCE OUTCOMES	1.2.1.a.ii.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
EVIDENCE OUTCOMES	1.2.1.a.iii.	Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS /	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:

EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.ix.	Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Unit 2

Colorado K-12 Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT AREA	CO.1.1.	Oral Expression and Listening

STANDARD	1.1.1.	Multiple strategies develop and expand oral vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.c.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.3.	Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.i.	Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.1.a.i.	Ask and answer questions about key details in a text. (CCSS: RL.1.1)
EVIDENCE OUTCOMES	1.2.1.a.ii.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
EVIDENCE OUTCOMES	1.2.1.a.iii.	Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.ii.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits

		of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.2.a.i.	Ask and answer questions about key details in a text. (CCSS: RI.1.1)
EVIDENCE OUTCOMES	1.2.2.a.ii.	Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
EVIDENCE OUTCOMES	1.2.2.a.iii.	Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)
EVIDENCE OUTCOMES	1.2.2.a.iv.	Activate schema and background knowledge to construct meaning.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.2.b.i.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
EVIDENCE OUTCOMES	1.2.2.b.iii.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.i.	Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)

EVIDENCE OUTCOMES	1.2.2.c.ii.	Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.2.d.i.	With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.d.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
EVIDENCE OUTCOMES	1.2.4.d.iii.	Identify and understand compound words.
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.ix.	Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)
CONTENT AREA	CO.1.4.	Research and Reasoning
STANDARD	1.4.1.	A variety of resources leads to locating information and answering questions of

		interest. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.4.1.c.	**Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information.**

	Unit 3	

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.1.**	**Multiple strategies develop and expand oral vocabulary. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.1.c.**	**Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)**
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.2.**	**Verbal and nonverbal language is used to express and receive information. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.2.a.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)**
EVIDENCE OUTCOMES	**1.1.2.a.i.**	**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). (CCSS: SL.1.1a)**
EVIDENCE OUTCOMES	**1.1.2.a.ii.**	**Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)**
EVIDENCE OUTCOMES	**1.1.2.a.iii.**	**Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)**
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.2.**	**Verbal and nonverbal language is used to express and receive information. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.2.c.**	**Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)**
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.3.**	**Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.3.a.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)**
EVIDENCE OUTCOMES	**1.1.3.a.i.**	**Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)**
EVIDENCE OUTCOMES	**1.1.3.a.ii.**	**Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)**
EVIDENCE OUTCOMES	**1.1.3.a.iii.**	**Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.a.**	**Use Key Ideas and Details to:**
EVIDENCE OUTCOMES	**1.2.1.a.i.**	**Ask and answer questions about key details in a text. (CCSS: RL.1.1)**
EVIDENCE OUTCOMES	**1.2.1.a.ii.**	**Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)**
EVIDENCE OUTCOMES	**1.2.1.a.iii.**	**Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)**

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.d.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
EVIDENCE OUTCOMES	1.2.4.d.iii.	Identify and understand compound words.
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)

CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.v.	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). (CCSS: L.1.1e)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Unit 4

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.1.	Multiple strategies develop and expand oral vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.b.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.c.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional

SKILLS / EVIDENCE OUTCOMES		information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	**CO.1.1.**	**Oral Expression and Listening**
STANDARD	**1.1.3.**	**Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.1.3.a.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)**
EVIDENCE OUTCOMES	**1.1.3.a.i.**	**Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)**
EVIDENCE OUTCOMES	**1.1.3.a.iii .**	**Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.a.**	**Use Key Ideas and Details to:**
EVIDENCE OUTCOMES	**1.2.1.a.i.**	**Ask and answer questions about key details in a text. (CCSS: RL.1.1)**
EVIDENCE OUTCOMES	**1.2.1.a.ii.**	**Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)**
EVIDENCE OUTCOMES	**1.2.1.a.iii .**	**Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.b.**	**Use Craft and Structure to:**
EVIDENCE OUTCOMES	**1.2.1.b.i.**	**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)**
EVIDENCE OUTCOMES	**1.2.1.b.iv .**	**Follow and replicate patterns in predictable poems.**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.c.**	**Use Integration of Knowledge and Ideas to:**
EVIDENCE OUTCOMES	**1.2.1.c.i.**	**Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.d.**	**Use Range of Reading and Level of Text Complexity to:**
EVIDENCE OUTCOMES	**1.2.1.d.i.**	**With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)**
CONTENT AREA	**CO.1.2.**	**Reading for All Purposes**
STANDARD	**1.2.1.**	**Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**1.2.1.e.**	**Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)**
EVIDENCE	**1.2.1.e.i.**	**Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)**

OUTCOMES		
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.2.a.i.	Ask and answer questions about key details in a text. (CCSS: RI.1.1)
EVIDENCE OUTCOMES	1.2.2.a.ii.	Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
EVIDENCE OUTCOMES	1.2.2.a.iii.	Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.2.b.i.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
EVIDENCE OUTCOMES	1.2.2.b.iii.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.i.	Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)
EVIDENCE OUTCOMES	1.2.2.c.ii.	Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.2.d.i.	With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)

EVIDENCE OUTCOMES	1.3.2.a.v.	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). (CCSS: L.1.1e)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)
CONTENT AREA	CO.1.4.	Research and Reasoning
STANDARD	1.4.1.	A variety of resources leads to locating information and answering questions of interest. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.4.1.c.	Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information.
CONTENT AREA	CO.1.4.	Research and Reasoning
STANDARD	1.4.2.	Purpose, information, and questions about an issue are essential steps in early research. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.4.2.a.	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). (CCSS: W.1.7)
EVIDENCE OUTCOMES	1.4.2.a.i.	Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?).

Unit 5

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.1.	Multiple strategies develop and expand oral vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.c.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	CO.1.1.	Oral Expression and Listening

STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.3.	Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.i.	Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
EVIDENCE OUTCOMES	1.1.3.a.iii.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.1.a.i.	Ask and answer questions about key details in a text. (CCSS: RL.1.1)
EVIDENCE OUTCOMES	1.2.1.a.ii.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
EVIDENCE OUTCOMES	1.2.1.a.iii.	Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.1.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
EVIDENCE OUTCOMES	1.2.2.e.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.a.	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. (CCSS: L.1.4)
EVIDENCE OUTCOMES	1.2.4.a.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)

EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
EVIDENCE OUTCOMES	1.3.2.a.v.	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). (CCSS: L.1.1e)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE OUTCOMES	1.3.2.b.iii.	Use end punctuation for sentences. (CCSS: L.1.2b)
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Unit 7

Colorado K-12 Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.1.	Multiple strategies develop and expand oral vocabulary. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.1.c.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)
EVIDENCE OUTCOMES	1.1.2.a.i.	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). (CCSS: SL.1.1a)
EVIDENCE OUTCOMES	1.1.2.a.ii.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
EVIDENCE OUTCOMES	1.1.2.a.iii.	Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.2.	Verbal and nonverbal language is used to express and receive information. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.2.c.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
CONTENT AREA	CO.1.1.	Oral Expression and Listening
STANDARD	1.1.3.	Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.1.3.a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
EVIDENCE OUTCOMES	1.1.3.a.i.	Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
EVIDENCE OUTCOMES	1.1.3.a.ii.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
EVIDENCE OUTCOMES	1.1.3.a.iii.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.1.a.i.	Ask and answer questions about key details in a text. (CCSS: RL.1.1)
EVIDENCE OUTCOMES	1.2.1.a.ii.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
EVIDENCE OUTCOMES	1.2.1.a.iii.	Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	1.2.1.b.i.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
EVIDENCE OUTCOMES	1.2.1.b.iv.	Follow and replicate patterns in predictable poems.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.1.c.i.	Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	1.2.1.d.i.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.1.	Comprehending and fluently reading a variety of literary texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.1.e.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.1.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.1.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	1.2.2.a.iv.	Activate schema and background knowledge to construct meaning.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	1.2.2.c.iii.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.2.	Comprehending and fluently reading a variety of informational texts are the beginning traits of readers. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.2.e.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)
EVIDENCE OUTCOMES	1.2.2.e.i.	Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
EVIDENCE OUTCOMES	1.2.2.e.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.3.	Decoding words require the application of alphabetic principles, letter sounds, and letter combinations. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
EVIDENCE OUTCOMES	1.2.3.a.i.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)

EVIDENCE OUTCOMES	1.2.3.a.ii.	Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
EVIDENCE OUTCOMES	1.2.3.a.iii.	Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
EVIDENCE OUTCOMES	1.2.3.a.ix.	Accurately decode unknown words that follow a predictable letter/sound relationship.
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
EVIDENCE OUTCOMES	1.2.4.b.ii.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
EVIDENCE OUTCOMES	1.2.4.b.iii.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)
EVIDENCE OUTCOMES	1.2.4.b.iv.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
CONTENT AREA	CO.1.2.	Reading for All Purposes
STANDARD	1.2.4.	Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.2.4.d.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
EVIDENCE OUTCOMES	1.2.4.d.iii.	Identify and understand compound words.
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.1.	Exploring the writing process develops ideas for writing texts that carry meaning. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.c.	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. (CCSS: W.1.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.1.d.	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. (CCSS: W.1.5)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
EVIDENCE OUTCOMES	1.3.2.a.ii.	Use common, proper, and possessive nouns. (CCSS: L.1.1b)
EVIDENCE OUTCOMES	1.3.2.a.iii.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
EVIDENCE OUTCOMES	1.3.2.a.vi.	Use frequently occurring adjectives. (CCSS: L.1.1f)
EVIDENCE OUTCOMES	1.3.2.a.x.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
CONTENT AREA	CO.1.3.	Writing and Composition
STANDARD	1.3.2.	Appropriate spelling, conventions, and grammar are applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	1.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
EVIDENCE OUTCOMES	1.3.2.b.i.	Write complete simple sentences.
EVIDENCE	1.3.2.b.iii	Use end punctuation for sentences. (CCSS: L.1.2b)

OUTCOMES	.	
EVIDENCE OUTCOMES	1.3.2.b.v.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
EVIDENCE OUTCOMES	1.3.2.b.vi.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)