

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Connecticut Core Standards

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Connecticut Core Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL	SL.1.6.	Produce complete sentences when appropriate to task and situation.

EXPECTATION		
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(a)	Print all upper- and lowercase letters.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(c)	Use commas in dates and to separate single words in a series.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Connecticut Core Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Connecticut Core Standards
Language Arts
Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.RI .1.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL	RI.1.2.	Identify the main topic and retell key details of a text.

EXPECTATION		
DOMAIN / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
DOMAIN / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE		Text Types and Purposes

FRAMEWORK		
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Connecticut Core Standards
Language Arts
Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**Connecticut Core Standards
Language Arts
Grade 1 - Adopted: 2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.RI .1.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .1.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .1.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.

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

GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of

		strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

**Connecticut Core Standards
Language Arts
Grade 1 - Adopted: 2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOMAIN / CONTENT	CT.CC.R F.1.	Reading Standards: Foundational Skills

STANDARD		
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL .1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Connecticut Core Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R.L.1.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.1.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonological Awareness
GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	RF.1.3(b)	Decode regularly spelled one-syllable words.
INDICATOR	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
DOMAIN / CONTENT STANDARD	CT.CC.R F.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN / CONTENT STANDARD	CT.CC.W 1.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.1.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.1.1(b)	Use common, proper, and possessive nouns.
INDICATOR	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	L.1.1(f)	Use frequently occurring adjectives.
INDICATOR	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.1.2(b)	Use end punctuation for sentences.
INDICATOR	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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