

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Washington DC Learning Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Washington DC Learning Standards
Language Arts
Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT	DC.CC.1.	Reading Standards: Foundational Skills

STANDARD / STRAND / DISCIPLINE	RF.	
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT	DC.CC.1.	Writing Standards

STANDARD / STRAND / DISCIPLINE	W.	
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.a.	Print all upper- and lowercase letters.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.

EXPECTATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.c.	Use commas in dates and to separate single words in a series.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

Washington DC Learning Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STUDENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional

EXPECTATION / ESSENTIAL SKILL		information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

SKILL		
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Washington DC Learning Standards
Language Arts
Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD /	DC.CC.1.RI.	Reading Standards for Informational Text

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SKILL		
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Washington DC Learning Standards
Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.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).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Language Arts
Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.2.	Identify the main topic and retell key details of a text.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.

EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).

EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	1.L.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).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Washington DC Learning Standards
Language Arts
Grade 1 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION /	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.

ESSENTIAL SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	1.L.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).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.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.
EXPECTATION	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Washington DC Learning Standards
Language Arts
Grade 1 - Adopted: 2010

CONTENT STANDARD /	DC.CC.1.RL.	Reading Standards for Literature
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STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.1.	Ask and answer questions about key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonological Awareness
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD /	DC.CC.1. RF.	Reading Standards: Foundational Skills

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	1.RF.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	1.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL.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).
EXPECTATION	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	1.L.1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.1.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1.L.2.b.	Use end punctuation for sentences.
EXPECTATION	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD /	DC.CC.1.L.	Language Standards

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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