

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Hawaii Content and Performance Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR /	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for

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

PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(a)	Print all upper- and lowercase letters.

EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(c)	Use commas in dates and to separate single words in a series.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 1

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE		Key Ideas and Details

INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD /	HI.CC.SL.1.	Speaking and Listening Standards

COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR /	L.1.2.	Demonstrate command of the conventions of standard English capitalization,

GRADE LEVEL EXPECTATION / BENCHMARK		punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 2

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL	RI.1.8.	Identify the reasons an author gives to support points in a text.

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

INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR /	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify

GRADE LEVEL EXPECTATION / BENCHMARK		ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.

EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 4

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

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

BENCHMARK		
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT	HI.CC.RI.	Reading Standards for Informational Text

STANDARD / COURSE	1.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / COURSE	HI.CC.RI.1.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT	HI.CC.SL	Speaking and Listening Standards

STANDARD / COURSE	.1.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).
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Unit 5

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD /	HI.CC.RF.1.	Reading Standards: Foundational Skills

COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).
EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked

TOPIC		home; Today I walk home; Tomorrow I will walk home).
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.1	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 7

Hawaii Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / COURSE	HI.CC.RL .1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / COURSE	HI.CC.RL .1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / COURSE	HI.CC.RL .1.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD / COURSE	HI.CC.RF .1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / TOPIC	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION / TOPIC	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION / TOPIC	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / COURSE	HI.CC.RF .1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION /	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

BENCHMARK		
EXPECTATION / TOPIC	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION / TOPIC	RF.1.3(b)	Decode regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / COURSE	HI.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.1.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / COURSE	HI.CC.W.1.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	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).

EXPECTATION / TOPIC	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION / TOPIC	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / COURSE	HI.CC.SL.1.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.1.1(b)	Use common, proper, and possessive nouns.
EXPECTATION / TOPIC	L.1.1(f)	Use frequently occurring adjectives.
EXPECTATION / TOPIC	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / COURSE	HI.CC.L.1.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.1.2(b)	Use end punctuation for sentences.
EXPECTATION / TOPIC	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION / TOPIC	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

