

**Main Criteria:** Classroom Supplement Units Grade 1

**Secondary Criteria:** Indiana Academic Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Indiana Academic Standards

#### Language Arts

Grade 1 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.1.</b>	<b>LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.1.1.</b>	<b>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.2.</b>	<b>PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.1.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.2.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.4.</b>	<b>Learn and apply knowledge of alphabetical order.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.3.</b>	<b>PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.3.2.</b>	<b>Blend sounds, including consonant blends, to produce single- and multi-syllable words.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.4.</b>	<b>PHONICS: Decode and read words by applying phonics and word analysis skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.4.1.</b>	<b>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.4.6.</b>	<b>Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.5.</b>	<b>FLUENCY: Demonstrate accuracy and fluency when reading</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.5.1.</b>	<b>Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RL.</b>	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RL.1.</b>	<b>LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently</b>

INDICATOR / STANDARD	1.RL.1.1.	With support, read and comprehend literature that is grade-level appropriate.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
INDICATOR / STANDARD	1.RV.2.4.	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.2.	HANDWRITING: Demonstrate the ability to write legibly
INDICATOR / STANDARD	1.W.2.1.	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.
INDICATOR / STANDARD	1.W.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.1.W.	WRITING

PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	1.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	1.W.4.1a.	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	1.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	1.W.6.1a.	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2b.	Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.
INDICATOR	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
INDICATOR / STANDARD	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
INDICATOR / STANDARD	1.SL.2.5.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.

<b>STANDARD / STRAND</b>	<b>IN.1.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.ML.2.</b>	<b>MEDIA LITERACY: Recognize the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>1.ML.2.1.</b>	<b>Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</b>

Unit 1

**Indiana Academic Standards  
Language Arts  
Grade 1 - Adopted: 2014**

<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.1.</b>	<b>LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.1.1.</b>	<b>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.2.</b>	<b>PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.1.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.2.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.3.</b>	<b>PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.3.2.</b>	<b>Blend sounds, including consonant blends, to produce single- and multi-syllable words.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.4.</b>	<b>PHONICS: Decode and read words by applying phonics and word analysis skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.4.1.</b>	<b>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.5.</b>	<b>FLUENCY: Demonstrate accuracy and fluency when reading</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.5.1.</b>	<b>Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RL.</b>	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RL.1.</b>	<b>LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>1.RL.1.1.</b>	<b>With support, read and comprehend literature that is grade-level appropriate.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RL.</b>	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT /</b>	<b>1.RL.2.</b>	<b>KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements</b>

<b>SUBSTRAND</b>		and themes
<b>INDICATOR / STANDARD</b>	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
<b>INDICATOR / STANDARD</b>	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
<b>INDICATOR / STANDARD</b>	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
<b>STANDARD / STRAND</b>	IN.1.RL.	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.RL.3.	<b>STRUCTURAL ELEMENTS AND ORGANIZATION:</b> Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
<b>INDICATOR / STANDARD</b>	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
<b>STANDARD / STRAND</b>	IN.1.RL.	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.RL.4.	<b>CONNECTION OF IDEAS:</b> Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
<b>INDICATOR / STANDARD</b>	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STANDARD / STRAND</b>	IN.1.RV.	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.RV.1.	<b>LEARNING OUTCOME FOR READING VOCABULARY:</b> Build and apply vocabulary using various strategies and sources
<b>INDICATOR / STANDARD</b>	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
<b>STANDARD / STRAND</b>	IN.1.RV.	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.RV.2.	<b>VOCABULARY BUILDING:</b> Use strategies to determine and clarify words and understand their relationships
<b>INDICATOR / STANDARD</b>	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
<b>INDICATOR / STANDARD</b>	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
<b>STANDARD / STRAND</b>	IN.1.W.	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.1.	<b>LEARNING OUTCOME FOR WRITING:</b> Write effectively for a variety of tasks, purposes, and audiences
<b>INDICATOR / STANDARD</b>	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
<b>STANDARD / STRAND</b>	IN.1.W.	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.3.	<b>WRITING GENRES:</b> Develop writing skills by writing for different purposes and to specific audiences or people
<b>INDICATOR / STANDARD</b>		<b>NARRATIVE</b>
<b>EXPECTATION / INDICATOR</b>	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
<b>STANDARD / STRAND</b>	IN.1.W.	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.6.	<b>CONVENTIONS OF STANDARD ENGLISH:</b> Demonstrate command of the conventions of standard English
<b>INDICATOR / STANDARD</b>		<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>
<b>EXPECTATION / INDICATOR</b>	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

INDICATOR	1.W.6.2b.	Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.
INDICATOR	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / STRAND	IN.1.SL.	<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.2.	<b>DISCUSSION AND COLLABORATION:</b> Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.
INDICATOR / STANDARD	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
INDICATOR / STANDARD	1.SL.2.5.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
STANDARD / STRAND	IN.1.SL.	<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.3.	<b>COMPREHENSION:</b> Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	1.SL.3.1.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.
STANDARD / STRAND	IN.1.ML.	<b>MEDIA LITERACY</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.ML.2.	<b>MEDIA LITERACY:</b> Recognize the purposes of media and the ways in which media can have influences
INDICATOR / STANDARD	1.ML.2.1.	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

Unit 2

**Indiana Academic Standards  
Language Arts  
Grade 1 - Adopted: 2014**

STANDARD / STRAND	IN.1.RF.	<b>READING: Foundations</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.1.	<b>LEARNING OUTCOME FOR READING FOUNDATIONS:</b> Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	1.RF.1.1.	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.1.RF.	<b>READING: Foundations</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.2.	<b>PRINT CONCEPTS:</b> Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	1.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	1.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.1.RF.	<b>READING: Foundations</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.3.	<b>PHONOLOGICAL AWARENESS:</b> Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR /	1.RF.3.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable



STANDARD		words.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	1.RF.4.1.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
INDICATOR / STANDARD	1.RF.4.6.	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	1.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	1.RL.1.1.	With support, read and comprehend literature that is grade-level appropriate.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	1.RN.1.1.	With support, read and comprehend nonfiction that is grade-level appropriate.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR /	1.RN.2.1.	Ask and answer questions about key details to clarify and confirm understanding of a

STANDARD		text.
INDICATOR / STANDARD	1.RN.2.2.	Retell main ideas and key details of a text.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	1.RN.3.1.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	1.RN.4.1.	Identify the reasons the author gives to support points in a text.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	1.RV.3.2.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	1.W.3.2.	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR /		NARRATIVE



<b>STANDARD</b>		
<b>EXPECTATION / INDICATOR</b>	<b>1.W.3.3.</b>	<b>Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.W.</b>	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.W.4.</b>	<b>THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>
<b>INDICATOR / STANDARD</b>	<b>1.W.4.1.</b>	<b>Apply the writing process to –</b>
<b>EXPECTATION / INDICATOR</b>	<b>1.W.4.1a.</b>	<b>With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.W.</b>	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.W.6.</b>	<b>CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English</b>
<b>INDICATOR / STANDARD</b>		<b>GRAMMAR AND USAGE</b>
<b>EXPECTATION / INDICATOR</b>	<b>1.W.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
<b>INDICATOR</b>	<b>1.W.6.1a.</b>	<b>Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.W.</b>	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.W.6.</b>	<b>CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English</b>
<b>INDICATOR / STANDARD</b>		<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>
<b>EXPECTATION / INDICATOR</b>	<b>1.W.6.2.</b>	<b>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>
<b>INDICATOR</b>	<b>1.W.6.2b.</b>	<b>Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.</b>
<b>INDICATOR</b>	<b>1.W.6.2c.</b>	<b>Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>1.SL.2.1.</b>	<b>Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATOR / STANDARD</b>	<b>1.SL.2.3.</b>	<b>Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</b>
<b>INDICATOR / STANDARD</b>	<b>1.SL.2.4.</b>	<b>Ask questions to clarify information about topics and texts under discussion.</b>
<b>INDICATOR / STANDARD</b>	<b>1.SL.2.5.</b>	<b>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.SL.3.</b>	<b>COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies</b>
<b>INDICATOR / STANDARD</b>	<b>1.SL.3.2.</b>	<b>Ask and answer questions about what a speaker says to clarify something that is not understood.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT /</b>	<b>1.ML.2.</b>	<b>MEDIA LITERACY: Recognize the purposes of media and the ways in which media can have influences</b>

<b>SUBSTRAND</b>		
<b>INDICATOR / STANDARD</b>	<b>1.ML.2.1.</b>	<b>Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</b>

Unit 3

Indiana Academic Standards

Language Arts

Grade 1 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.1.</b>	<b>LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.1.1.</b>	<b>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.2.</b>	<b>PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.1.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.2.2.</b>	<b>Students are expected to build upon and continue applying concepts learned previously.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.3.</b>	<b>PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.3.2.</b>	<b>Blend sounds, including consonant blends, to produce single- and multi-syllable words.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.4.</b>	<b>PHONICS: Decode and read words by applying phonics and word analysis skills</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.4.1.</b>	<b>Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.4.6.</b>	<b>Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RF.</b>	<b>READING: Foundations</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RF.5.</b>	<b>FLUENCY: Demonstrate accuracy and fluency when reading</b>
<b>INDICATOR / STANDARD</b>	<b>1.RF.5.1.</b>	<b>Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RL.</b>	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RL.1.</b>	<b>LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>1.RL.1.1.</b>	<b>With support, read and comprehend literature that is grade-level appropriate.</b>
<b>STANDARD / STRAND</b>	<b>IN.1.RL.</b>	<b>READING: Literature</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>1.RL.2.</b>	<b>KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</b>

INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	1.W.3.2.	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
STANDARD / STRAND	IN.1.W.	WRITING

<b>STRAND</b>		
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.4.	<b>THE WRITING PROCESS:</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
<b>INDICATOR / STANDARD</b>	1.W.4.1.	Apply the writing process to –
<b>EXPECTATION / INDICATOR</b>	1.W.4.1a.	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
<b>STANDARD / STRAND</b>	IN.1.W.	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.6.	<b>CONVENTIONS OF STANDARD ENGLISH:</b> Demonstrate command of the conventions of standard English
<b>INDICATOR / STANDARD</b>		<b>GRAMMAR AND USAGE</b>
<b>EXPECTATION / INDICATOR</b>	1.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
<b>INDICATOR</b>	1.W.6.1a.	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.
<b>INDICATOR</b>	1.W.6.1b.	Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
<b>STANDARD / STRAND</b>	IN.1.W.	<b>WRITING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.W.6.	<b>CONVENTIONS OF STANDARD ENGLISH:</b> Demonstrate command of the conventions of standard English
<b>INDICATOR / STANDARD</b>		<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>
<b>EXPECTATION / INDICATOR</b>	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
<b>INDICATOR</b>	1.W.6.2b.	Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.
<b>INDICATOR</b>	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
<b>STANDARD / STRAND</b>	IN.1.SL.	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.SL.2.	<b>DISCUSSION AND COLLABORATION:</b> Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
<b>INDICATOR / STANDARD</b>	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
<b>INDICATOR / STANDARD</b>	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
<b>INDICATOR / STANDARD</b>	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
<b>INDICATOR / STANDARD</b>	1.SL.2.5.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STANDARD / STRAND</b>	IN.1.SL.	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.SL.3.	<b>COMPREHENSION:</b> Develop and apply active listening and interpretation skills using various strategies
<b>INDICATOR / STANDARD</b>	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.
<b>STANDARD / STRAND</b>	IN.1.ML.	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	1.ML.2.	<b>MEDIA LITERACY:</b> Recognize the purposes of media and the ways in which media can have influences
<b>INDICATOR / STANDARD</b>	1.ML.2.1.	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

## Indiana Academic Standards

## Language Arts

Grade 1 - Adopted: 2014

STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	1.RF.1.1.	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	1.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	1.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	1.RF.3.4.	Distinguish beginning, middle (medial), and final sounds in single-syllable words.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	1.RF.4.1.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
INDICATOR / STANDARD	1.RF.4.6.	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	1.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	1.RL.1.1.	With support, read and comprehend literature that is grade-level appropriate.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	1.RN.1.1.	With support, read and comprehend nonfiction that is grade-level appropriate.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	1.RN.2.1.	Ask and answer questions about key details to clarify and confirm understanding of a text.
INDICATOR / STANDARD	1.RN.2.2.	Retell main ideas and key details of a text.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	1.RN.3.1.	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
STANDARD / STRAND	IN.1.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	1.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	1.RN.4.1.	Identify the reasons the author gives to support points in a text.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).



STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	1.RV.3.2.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	1.W.3.2.	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	1.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	1.W.4.1a.	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.5.	THE RESEARCH PROCESS: Build knowledge about the research process and the topic under study by conducting short research
INDICATOR / STANDARD		FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION
EXPECTATION / INDICATOR	1.W.5.1.	With support, conduct simple research on a topic.
INDICATOR	1.W.5.1a.	Identify several sources of information and indicate the sources. Make informal presentations on information gathered.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	1.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	1.W.6.1b.	Verbs – Writing sentences using verbs to convey a sense of past, present, and future.

STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.
INDICATOR / STANDARD	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
INDICATOR / STANDARD	1.SL.2.5.	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.4.	PRESENTATION OF KNOWLEDGE AND IDEAS: Develop and apply speaking skills to communicate ideas effectively in a variety of situations
INDICATOR / STANDARD	1.SL.4.2.	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
STANDARD / STRAND	IN.1.ML.	MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND	1.ML.2.	MEDIA LITERACY: Recognize the purposes of media and the ways in which media can have influences
INDICATOR / STANDARD	1.ML.2.1.	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

Unit 5

Indiana Academic Standards

Language Arts

Grade 1 - Adopted: 2014

STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	1.RF.1.1.	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY	1.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic

STATEMENT / SUBSTRAND		features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	1.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	1.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	1.RF.3.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
INDICATOR / STANDARD	1.RF.3.4.	Distinguish beginning, middle (medial), and final sounds in single-syllable words.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	1.RF.4.1.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
INDICATOR / STANDARD	1.RF.4.6.	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	1.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	1.RL.1.1.	With support, read and comprehend literature that is grade-level appropriate.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR /	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.

STANDARD		
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	1.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	1.W.3.2.	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	1.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	1.W.4.1a.	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	1.W.6.1.	Demonstrate command of English grammar and usage, focusing on:

INDICATOR	1.W.6.1a.	Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2b.	Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence; Using commas in dates and to separate items in a series.
INDICATOR	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
INDICATOR / STANDARD	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
INDICATOR / STANDARD	1.SL.2.5.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.
STANDARD / STRAND	IN.1.ML.	MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND	1.ML.2.	MEDIA LITERACY: Recognize the purposes of media and the ways in which media can have influences
INDICATOR / STANDARD	1.ML.2.1.	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

Unit 7

Indiana Academic Standards  
Language Arts  
Grade 1 - Adopted: 2014

STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	1.RF.1.1.	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	1.RF.2.1.	Students are expected to build upon and continue applying concepts learned

STANDARD		previously.
INDICATOR / STANDARD	1.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.3.	PHONOLOGICAL AWARENESS: Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds
INDICATOR / STANDARD	1.RF.3.2.	Blend sounds, including consonant blends, to produce single- and multi-syllable words.
INDICATOR / STANDARD	1.RF.3.4.	Distinguish beginning, middle (medial), and final sounds in single-syllable words.
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	1.RF.4.1.	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
INDICATOR / STANDARD	1.RF.4.6.	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, -est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).
STANDARD / STRAND	IN.1.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	1.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	1.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	1.RL.1.1.	With support, read and comprehend literature that is grade-level appropriate.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	1.RL.2.1.	Ask and answer questions about main idea and key details in a text.
INDICATOR / STANDARD	1.RL.2.2.	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
INDICATOR / STANDARD	1.RL.2.3.	Using key details, identify and describe the elements of plot, character, and setting.
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	1.RL.3.1.	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
STANDARD / STRAND	IN.1.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	1.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	1.RL.4.1.	Use illustrations and details in a story to describe its characters, setting, or events.
STANDARD / STRAND	IN.1.RV.	READING: Vocabulary



PROFICIENCY STATEMENT / SUBSTRAND	1.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	1.RV.2.1.	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
INDICATOR / STANDARD	1.RV.2.2.	Define and sort words into categories (e.g., antonyms, living things, synonyms).
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	1.W.1.1.	Write routinely over brief time frames and for a variety of purposes and audiences.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	1.W.3.2.	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	1.W.3.3.	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.4.	THE WRITING PROCESS: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
INDICATOR / STANDARD	1.W.4.1.	Apply the writing process to –
EXPECTATION / INDICATOR	1.W.4.1a.	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
STANDARD / STRAND	IN.1.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	1.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	1.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	1.W.6.2c.	Spelling – Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions; Correctly spelling words with common spelling patterns; Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.
STANDARD / STRAND	IN.1.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	1.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

INDICATOR / STANDARD	1.SL.2.3.	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
INDICATOR / STANDARD	1.SL.2.4.	Ask questions to clarify information about topics and texts under discussion.
INDICATOR / STANDARD	1.SL.2.5.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STANDARD / STRAND	IN.1.SL.	<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.SL.3.	<b>COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies</b>
INDICATOR / STANDARD	1.SL.3.2.	Ask and answer questions about what a speaker says to clarify something that is not understood.
STANDARD / STRAND	IN.1.ML.	<b>MEDIA LITERACY</b>
PROFICIENCY STATEMENT / SUBSTRAND	1.ML.2.	<b>MEDIA LITERACY: Recognize the purposes of media and the ways in which media can have influences</b>
INDICATOR / STANDARD	1.ML.2.1.	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.