Classroom Supplement Units Grade 1

Pre-writing

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.

LEVEL		
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.b.	Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.a.	Print all upper- and lowercase letters. (SC, 1)
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).
EXPECTATION	1.L1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.c.	Use commas in dates and to separate single words in a series. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)

EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)
EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
EXPECTATION	1.L4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (SC,1)

Unit 1

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events.

		(SC, 1)
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	**RL10.CCR.**	**Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**
OBJECTIVE	**1.RL10.**	**With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)**
STRAND / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**1.RF2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)**
OBJECTIVE	**1.RF2.a.**	**Distinguish long from short vowel sounds in single-syllable words. (SC, 1)**
OBJECTIVE	**1.RF2.b.**	**Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)**
STRAND / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Phonological Awareness**
INDICATOR / PROFICIENCY LEVEL	**1.RF3.**	**Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)**
OBJECTIVE	**1.RF3.a.**	**Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)**
OBJECTIVE	**1.RF3.b.**	**Decode regularly spelled one-syllable words. (SC, 1)**
STRAND / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	**1.RF4.**	**Read with sufficient accuracy and fluency to support comprehension. (SC, 1)**
OBJECTIVE	**1.RF4.a.**	**Read on-level text with purpose and understanding. (SC, 1)**
OBJECTIVE	**1.RF4.b.**	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)**
OBJECTIVE	**1.RF4.c.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)**
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	**W3.CCR.**	**Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
OBJECTIVE	**1.W3.**	**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.**
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	**W5.CCR.**	**Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
OBJECTIVE	**1.W5.**	**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.**
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	1.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage

		when writing or speaking.
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)
EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	1.RL5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RI1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RI2.	Identify the main topic and retell key details of a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	1.RI6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	1.RI8.	Identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.b.	Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency

INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)
EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)

TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.b.	Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics

		and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)

EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC	MD.RL.	Standards for Reading Literature (RL)

/ STANDARD		
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RI1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RI2.	Identify the main topic and retell key details of a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	1.RI6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	1.RI8.	Identify the reasons an author gives to support points in a text.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR /	RI10.CC	Anchor Standard: Read and comprehend complex literary and informational texts

PROFICIENCY LEVEL	R.	independently and proficiently.
OBJECTIVE	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC	MD.W.	Standards for Writing (W)

/ STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	1.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	1.SL5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).
EXPECTATION	1.L1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.

EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)
EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.b.	Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)

OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC	MD.L.	Standards for Language (L)

/ STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).
EXPECTATION	1.L1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4.	Determiner or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies. (SC, 1)
EXPECTATION	1.L4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (SC,1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Maryland Content Standards

Language Arts

Grade **1** - Adopted: **2011**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness
INDICATOR / PROFICIENCY LEVEL	1.RF2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.a.	Distinguish long from short vowel sounds in single-syllable words. (SC, 1)
OBJECTIVE	1.RF2.b.	Orally produce single-syllable words by blending sounds (phonemes). (SC, 1)
OBJECTIVE	1.RF2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonological Awareness

INDICATOR / PROFICIENCY LEVEL	1.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words. (SC, 1)
OBJECTIVE	1.RF3.a.	Know the spelling-sound correspondence for common consonant digraphs. (SC, 1)
OBJECTIVE	1.RF3.b.	Decode regularly spelled one-syllable words. (SC, 1)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension. (SC, 1)
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding. (SC, 1)
OBJECTIVE	1.RF4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (SC, 1)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	1.W7.	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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	1.SL1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	1.SL1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SC, 1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEVEL		
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	1.SL6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	1.L1.b.	Use common, proper, and possessive nouns.
EXPECTATION	1.L1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop).
EXPECTATION	1.L1.f.	Use frequently occurring adjectives.
EXPECTATION	1.L1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 1)
EXPECTATION	1.L2.b.	Use end punctuation for sentences. (SC, 1)
EXPECTATION	1.L2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (SC,1)
EXPECTATION	1.L2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (SC, 1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	1.L5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).