

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

**Secondary Criteria:** Nevada Content Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Nevada Content Standards

#### Language Arts

Grade 1 - Adopted: 2010

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

GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	SL.1.6.	Produce complete sentences when appropriate to task and situation.
<b>CONTENT STANDARD</b>	NV.CC.L.1.	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(a)	Print all upper- and lowercase letters.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(b)	Use common, proper, and possessive nouns.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(f)	Use frequently occurring adjectives.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>CONTENT STANDARD</b>	NV.CC.L.1.	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(b)	Use end punctuation for sentences.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(c)	Use commas in dates and to separate single words in a series.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD</b>	NV.CC.L.1.	<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>GRADE LEVEL EXPECTATION</b>	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>GRADE LEVEL EXPECTATION</b>	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

**Nevada Content Standards  
Language Arts  
Grade 1 - Adopted: 2010**

<b>CONTENT STANDARD</b>	NV.CC.RL.1.	<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	RL.1.1.	Ask and answer questions about key details in a text.

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

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).

GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 2

Nevada Content Standards

Language Arts

Grade 1 - Adopted: 2010

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

EXPECTATION		
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards



<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(b)	Use common, proper, and possessive nouns.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(f)	Use frequently occurring adjectives.
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>GRADE LEVEL EXPECTATION</b>	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>CONTENT STANDARD</b>	NV.CC.L.1.	Language Standards
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(b)	Use end punctuation for sentences.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>GRADE LEVEL EXPECTATION</b>	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD</b>	NV.CC.L.1.	Language Standards
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>GRADE LEVEL EXPECTATION</b>	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 3

**Nevada Content Standards  
Language Arts  
Grade 1 - Adopted: 2010**

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

INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	NV.CC.RL.1.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
GRADE LEVEL EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
GRADE LEVEL EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 4

Nevada Content Standards

Language Arts

Grade 1 - Adopted: 2010

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

EXPECTATION		
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD	NV.CC.RI.1.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonological Awareness
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
GRADE LEVEL EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
INDICATOR / GRADE LEVEL EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
GRADE LEVEL EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
GRADE LEVEL EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 5

**Nevada Content Standards**

**Language Arts**

Grade 1 - Adopted: 2010

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

GRADE LEVEL EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
GRADE LEVEL EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
GRADE LEVEL EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
GRADE LEVEL EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	NV.CC.RF.1.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.



CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
GRADE LEVEL EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
GRADE LEVEL EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
GRADE LEVEL EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 7

Nevada Content Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.1.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL	RL.1.1.	Ask and answer questions about key details in a text.

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

EXPECTATION		successive readings.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD	NV.CC.W.1.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
GRADE LEVEL EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
GRADE LEVEL EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	NV.CC.SL.1.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
CONTENT STANDARD	NV.CC.L.1.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
GRADE LEVEL EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
GRADE LEVEL EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	NV.CC.L.1.	Language Standards

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.1.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2(b)</b>	<b>Use end punctuation for sentences.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2(d)</b>	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.2(e)</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>

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