

Pacing & Curriculum Guide

Grade 1 – Language Arts (#5010042)

Year Round School Year



Content:

- ❖ Grade 1 Course Description and ELD Standards
 - ❖ Pacing Guide
- ❖ Reading Street & iReady Correlations
 - ❖ Curriculum Guide

Revised October, 2015

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 1.

GENERAL NOTES

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

2015-16 CCPS ELA Pacing Guide

Revised 10/15



Grade Level:	Trimester 1	Trimester 2	Trimester 3
1st			
Reading Standards for Literature	RL.1.1 Key Details RL.1.2 Main Idea RL.1.3 Characters, Setting & Events RL.2.4 Feeling & Sensory Words RL.2.5 Differences Between Literature & Information RL.3.7 Use Illustrations & Details RL.3.9 Compare & Contrast RL.4.10 Text Complexity	RL.1.1 Key Details RL.1.2 Main Idea RL.1.3 Characters, Setting & Events RL.2.4 Feeling & Sensory Words, RL.2.5 Differences Between Literature & Information RL.2.6 Point of View RL.3.7 Use Illustrations & Details RL.3.9 Compare & Contrast RL.4.10 Text Complexity	RL.1.1 Key Details RL.1.2 Main Idea RL.1.3 Characters, Setting & Events RL.2.4 Feeling & Sensory Words RL.2.5 Differences Between Literature & Information RL.3.7 Use Illustrations & Details RL.3.9 Compare & Contrast RL.4.10 Text Complexity
Reading Standards for Informational Text	RI.1.2 Main Idea RI.2.4 Meaning of Words RI.2.5 Text Features RI.3.7 Use Illustrations & Details RI.3.8 Author's Purpose RI.3.9 Compare & Contrast RI.4.10 Text Complexity	RI.1.1 Key Details RI.1.2 Main Idea RI.1.3 Connection Between Events & Characters RI.2.4 Meaning of Words RI.2.5 Text Features RI.3.7 Use Illustrations & Details RI.3.8 Author's Purpose RI.3.9 Compare & Contrast RI.4.10 Text Complexity	RI.1.1 Key Details RI.1.2 Main Idea RI.1.3 Connection Between Events & Characters RI.2.5 Text Features RI.2.6 Point of View RI.3.7 Use Illustrations & Details RI.4.10 Text Complexity
Foundational Skills *phonics	RF.1.1 Print Features RF.2.2 Phonological Awareness RF.3.3 *see phonics pacing guide RF.4.4 Fluency	RF.1.1 Print Features RF.2.2 Phonological Awareness RF.3.3 *see phonics pacing guide RF.4.4 Fluency	RF.1.1 Print Features RF.2.2 Phonological Awareness RF.3.3 *see phonics pacing guide RF.4.4 Fluency
Writing Standards	W.1.2 Informative/Explanatory W.1.3 Narrative	W.1.1 Opinion W.1.2 Informative/Explanatory W.1.3 Narrative W.2.5 Add Details	W.1.1 Opinion W.1.2 Informative/Explanatory W.1.3 Narrative W.3.7 Research Project W.3.8 Gather Information
Speaking & Listening	SL.1.1 Collaborative Conversations SL.1.2 Ask & Answer Key Detail Questions SL.2.4 Describing SL.2.5 Add Drawings to Clarify SL.2.6 Complete Sentences	SL.1.1 Collaborative Conversations SL.1.2 Ask & Answer Questions Key Detail Questions SL.2.4 Describing SL.2.5 Add Drawings to Clarify SL.2.6 Complete Sentences	SL.1.1 Collaborative Conversations SL.1.2 Ask & Answer Questions Key Detail Questions SL.2.4 Describing SL.2.5 Add Drawings to Clarify
Language Standards	L.1.1 Conventions When Writing or Speaking L.1.2 Conventions When Writing	L.1.1 Conventions When Writing or Speaking L.1.2 Conventions When Writing	L.1.1 Conventions When Writing or Speaking L.1.2 Conventions When Writing L.3.4 Determine the Meaning of Unknown Words
Total Number of Standards	28	33	31



Week	Standard & Skill	Reading Street Unit & Week	Reading Street Story	iReady Lesson
1	RL.1.3 & Character	U R W 1	Sam	Unit 1 Lesson 2
2	RL.1.3 & Setting	U R W 2	Snap!	Unit 1 Lesson 3
3	RL.1.3 & Plot	U R W 3	Tip and Tam	Unit 1 Lesson 4
4	RL.2.5 & Realism and Fantasy	U R W 4	The Big Top	Unit 3 Lesson 11
5	RL.1.3 & Plot	U R W 5	School Day	Unit 1 Lesson D
6	RL.2.5 & Realism and Fantasy	U R W 6	Farmers Market	Unit 3 Lesson 11
7	RL.1.3 & Character and Setting	U 1 W 1	Sam, Come Back!	Unit 1 Lessons 2 & 3
8	RL.1.3 & Plot	U 1 W 2	Pig in a Wig	Unit 1 Lesson C
9	RL.1.3 & RL.3.7 Character and Setting	U 1 W 3	The Big Blue Ox	Unit 5 Lesson 17
10	RI.1.2 & Main Idea and Details	U 1 W 4	A Fox and A Kit	Unit 2 Lesson E
11	RL.1.2 & Main Idea and Details	U 1 W 5	Get the Egg!	Unit 1 Lesson A
12	RI.1.3 & RI.3.8 Cause and Effect	U 1 W 6	Animal Park	Unit 4 Lesson I & Unit 6 Lesson 20
13	RL.1.3 & Sequence	U 2 W 1	A Big Fish For Max	Unit 1 Lesson 4
14	RL.1.2 & Cause and Effect	U 2 W 2	The Farmer in the Hat	Unit 1 Lesson B
15	RI.1.2 & RI.2.5 - Author's Purpose	U 2 W 3	Who Works Here?	Unit 4 Lesson 14
16	RL.1.3 & Sequence	U 2 W 4	The Big Circle	Unit 1 Lesson 4
17	RI.1.2 & RI.3.8 - Author's Purpose	U 2 W 5	Life in the Forest	Unit 2 Lesson F
18	RI.1.3 & Compare and Contrast	U 2 W 6	Honey Bees	Unit 4 Lesson 13 & Unit 6 Lesson 21
19	RL.1.3 & Sequence	U 3 W 1	A Place to Play	Unit 1 Lesson 4
20	RL.3.9 & Compare and Contrast	U 3 W 2	Ruby in Her Own Time	Unit 5 Lesson 18
21	RI.1.1 & Fact and Opinion	U 3 W 3	The Class Pet	Unit 6 Lesson 19
22	RL.1.1 & RL.1.3 & RL.3.7 - Author's Purpose	U 3 W 4	Frog and Toad Together	Unit 3 Lesson 12

Week	Standard & Skill	Reading Street Unit & Week	Reading Street Story	iReady Lesson
23	RI.1.3 & Fact and Opinion	U 3 W 5	I'm a Caterpillar	Unit 2 Lesson 8
24	RL.1.1 & RL.1.3 - Draw Conclusions	U 3 W 6	Where Are My Animal Friends?	Unit 1 Lessons 1-4
25	RL.1.1 & RL.1.3 - Draw Conclusions	U 4 W 1	Mama's Birthday Present	Unit 3 Lesson 9
26	RL.1.3 & RL.3.7 - Theme	U 4 W 2	Cinderella	Unit 5 Lesson 17
27	RI.1.2 & Facts and Details	U 4 W 3	A Trip to Washington D.C.	Unit 2 Lesson G
28	RI.1.1 & RI.1.2 - Facts and Details	U 4 W 4	A Southern Ranch	Unit 2 Lesson 6
29	RI.1.2 & RL.1.3 - Theme	U 4 W 5	Peter's Chair	Unit 1 Lesson 5
30	RL.1.3 & Cause and Effect	U 4 W 6	Henry and Mudge and Mrs. Hopper's House	Unit 3 Lesson 10
31	RL.1.3 & Character, Setting, & Plot	U 5 W 1	Tippy-Toe Chick, Go!	Unit 1 Lessons 2, 3, 4
32	RL.1.1 & RL.1.3 - Draw Conclusions	U 5 W 2	Mole and the Baby Bird	Unit 1 Lesson 1-4
33	RI.1.3 & Compare and Contrast	U 5 W 3	Dot & Jabber	Unit 4 Lesson 15
34	RI.1.2 & Main Idea and Details	U 5 W 4	Simple Machines	Unit 2 Lesson 7
35	RI.1.3 & Sequence	U 5 W 5	Alexander Graham Bell: A Great Inventor	Unit 4 Lesson 16
36	RI.1.2 & Theme	U 5 W 6	The Stone Garden	Unit 3 Lesson H

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.1.1 Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> Answers relate to questions. Questions asked relate to text. Key details are the most important parts of the text. 	<ul style="list-style-type: none"> I can ask and answer questions about what I have read. I can ask and answer questions about what has been read to me.
DOK Level	The student is able to:	
<p>Level 2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Identify key details in a text. Use key details to compose questions about the text. Use key details to answer questions about the text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 1 "Sam", Unit R Story 4 "The Big Top", Unit 1 Story 5 "Get the Egg!", Unit 2 Story 1 "A Big Fish for Max", Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 4 "The Big Circle", Unit 3 Story 1 "A Place to Play", Unit 3 Story 2 "Ruby in Her Own Time", Unit 3 Story 6 "Where are my Animal Friends?", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 6 "Henry and Mudge and Mrs. Hopper's House", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird", Unit 5 Story 6 "The Stone Garden" iReady LAFS: Unit 1 Lesson 1</p>		<p>K: With prompting and support, ask and answer questions about key details in a text. 1st: [Without prompting and support] ask and answer questions about key details in a text. 2nd: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4th: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5th: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • Characters are the people or animals in the story. • Setting is where and when the story takes place. • A story is made up of major and minor events. • A story has key details that make up the events of the story. 	<ul style="list-style-type: none"> • I can retell a story in my own words. • I can tell who is in the story • I can tell where and when the story takes place. • I can tell what the problem of the story is and how it was solved. • I can tell what the author's central message is.
DOK Level	The student is able to:	
<p>Level 2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Identify and describe the characters. • Identify key details in a text. • Restate the central message or lesson of a text. • Construct meaning based on key ideas. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 5 "School Day", Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 2 Story 1 "A Big Fish for Max", Unit 2 Story 2 "The Farmer in the Hat", Unit 3 Story 2 "Ruby in Her Own Time", Unit 4 Story 5 "Peter's Chair", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird"</p> <p>iReady LAFS: Unit 1 Lessons A, B,C, D, H, 5</p>		<p>K: With prompting and support, retell familiar stories, including key details.</p> <p>1st: [Without prompting and support] retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>2nd: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3rd: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>4th: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>5th: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> • Characters are the people or animals in the story. • Setting is where and when the story takes place. • A story is made up of major and minor events. • A story has key details that make up the events of the story. 	<ul style="list-style-type: none"> • I can tell the characters in a story. • I can tell the setting of a story. • I can tell the major events in a story. • I can tell the key details in a story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Identify and describe the characters. • Identify and describe the setting. • Identify and describe the major events by using the key details. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 1 "Sam", Unit R Story 2 "Snap!", Unit R Story 3 "Tip and Tam", Unit R Story 5 "School Day", Unit 1 Story 1 "Sam, Come Back!", Unit 2 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 5 "Get the Egg!", Unit 2 Story 1 "A Big Fish for Max", Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 4 "The Big Circle", Unit 3 Story 1 "A Place to Play", Unit 3 Story 4 "Frog and Toad Together", Unit 3 Story 6 "Where are my Animal Friends?", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 5 "Peter's Chair, Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird", Unit 5 Story 6 "The Stone Garden"</p> <p>iReady LAFS: Unit 1 Lessons 2, 3, 4</p>		<p>K: With prompting and support, identify characters, settings, and major events in a story.</p> <p>1st: [Without prompting and support] Describe characters, settings, and major events in a story, using key details.</p> <p>2nd: Describe how characters in a story respond to major events and challenges.</p> <p>3rd: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>4th: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>5th: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LACC.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> • Authors write with feeling and emotion. • Phrases are small groups of words. • Words and phrases in the story help convey feelings or appeal to the senses. • Poems and stories will relate to the student's own feelings and emotions. 	<ul style="list-style-type: none"> • I can give examples of how the author uses words to show feelings in a story. • I can find words or phrases that show feelings in a story or poem.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Identify words and phrases that show feelings and appeal to the senses. • Give examples of how the author used words to show feelings or appeal to the senses. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 1 "Sam", Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 5 "Get the Egg!", Unit 3 Story 2 "Ruby in Her Own Time", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 6 "Henry and Mudge and Mrs. Hopper's House"</p> <p>iReady LAFS: Unit 3 Lessons 9, 10</p>		<p>K: Ask and answer questions about unknown words in a text.</p> <p>1st: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>2nd: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>3rd: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>4th: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5th: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> • There are a variety of purposes for reading. • There are a variety of text types. • Types of texts are distinguished by their major differences. 	<ul style="list-style-type: none"> • I can identify books that tell stories. • I can identify books that give information. • I can explain the difference between books that tell stories and books that give information.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Compare the differences between stories and informational texts. • Draw information from a wide variety of texts. • Classify a difference as major or minor. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 1 "Sam", Unit R Story 3 "Tip and Tam", Unit R Story 4 "The Big Top", Unit R Story 5 "School Day", Unit R Story 6 "Farmer's Market", Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 4 "A Fox and a Kit", Unit 1 Story 6 "Animal Park", Unit 2 Story 4 "The Big Circle", Unit 2 Story 6 "Honey Bees", Unit 3 Story 2 "Ruby in Her Own Time", Unit 3 Story 5 "I'm a Caterpillar", Unit 4 Story 2 "Cinderella", Unit 4 Story 6 "Henry and Mudge and Mrs. Hopper's House", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird", Unit 5 Story 6 "The Stone Garden"</p> <p>iReady LAFS: Unit 3 Lesson 11</p>		<p>K: Recognize common types of texts (e.g., storybooks, poems). 1st: Recognize common types of texts (e.g., storybooks, poems). 2nd: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3rd: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 4th: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 5th: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.2.6 Identify who is telling the story at various points in a text.</p>	<ul style="list-style-type: none"> A variety of characters and/or the narrator can tell a story. The character that is telling the story can change throughout the story. 	<ul style="list-style-type: none"> I can name who is telling the story when I am reading.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Identify who is telling the story. Differentiate when the person who is telling the story changes throughout the text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 3 Story 4 "Frog and Toad Together", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 5 "Peter's Chair", Unit 4 Story 6 "Henry and Mudge and Mrs. Hopper's House"</p> <p>iReady LAFS: Unit 3 Lesson 12</p>		<p>K: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>1st: Identify who is telling the story at various points in a text.</p> <p>2nd: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>3rd: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>4th: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>5th: Describe how a narrator's or speaker's point of view influences how events are described.</p>

Reading Standards for Literature Cluster 3: Integration of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> • Illustrations help to describe the characters, setting, and events of a story. • Details help to describe the characters, setting, and events of a story. 	<ul style="list-style-type: none"> • I can use illustrations and details to tell about the characters in a story. • I can use illustrations and details to tell about the setting in a story. • I can use illustrations and details to tell about what happens in a story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • “Read” a story by looking at the illustrations. • Name two or more details about the character(s)/setting/event(s). • Describe the characters, setting, and events using details from the story and/or illustrations. • Record details of character, setting, and events. 	
Suggested Resources	Learning Progression	
<p>Reading Street: Unit R Story 2 "Snap!", Unit R Story 3 "Tip and Tam", Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 4 "A Fox and a Kit", Unit 2 Story 2 "The Farmer and the Hat", Unit 3 Story 2 "Ruby in Her Own Time", Unit 3 Story 4 "Frog and Toad Together", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 2 "Cinderella", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird"</p> <p>iReady LAFS: Unit 5 Lesson 17</p>	<p>K: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>1st: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>2nd: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>3rd: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>4th: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>5th: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p>	

Reading Standards for Literature Cluster 3: Integration of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> • Characters in stories may have similar experiences. • Characters in stories may have different experiences. 	<ul style="list-style-type: none"> • I can compare what happens to characters in stories and tell how they are the same. • I can contrast what happens to characters in stories and tell how they are different.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Identify adventures and experiences of characters in stories. • Compare the adventures/experiences of two or more characters in a story. • Compare the experiences of characters in two different stories. • Contrast the experiences of characters in a story. • Contrast the experiences of characters in two different stories. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 5 "Get the Egg!", Unit 3 Story 2 "Ruby in Her Own Time", Unit 4 Story 2 "Cinderella", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird"</p> <p>iReady LAFS: Unit 5 Lesson 18</p>		<p>K: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>1st: [Without prompting and support] compare and contrast the adventures and experiences of characters in stories.</p> <p>2nd: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>3rd: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>4th: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>5th: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

Reading Standards for Literature Cluster 4: Range of Reading and Level of Text Complexity		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<ul style="list-style-type: none"> Poetry may or may not tell a story. Poetry is different from informational text and stories. Poetry may or may not rhyme. 	<ul style="list-style-type: none"> With help, I can read a poem or a story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Read prose or poetry of appropriate complexity for grade 1. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox"</p> <p>iReady LAFS: All Lessons</p>		<p>K: Actively engage in group reading activities with purpose and understanding</p> <p>1st: With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>2nd: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3rd: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently [without scaffolding].</p> <p>4th: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>5th: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently [without scaffolding]</p>

Reading Standards: Foundational Skills (K-5): Cluster 1: Print Concepts		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RF.1.1 Demonstrate understanding of the organization and basic features of print. (a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> All sentences start with a capital letter. All sentences must end with an ending mark. 	<ul style="list-style-type: none"> I can identify that a sentence starts with a capital letter. I can find the first word in the sentence. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> Identify a capital letter at the beginning of a sentence. Identify correct ending marks at the end of a sentence. Locate the first word at the beginning of a sentence. 	
Suggested Resources		Learning Progression
<p><u>Reading Street:</u></p> <p><u>iReady LAFS: Unit 1 Lesson A (applies skill, does not explicitly teach)</u></p>		<p>K: Demonstrate understanding of the organization and basic features of print</p> <p>1st: Demonstrate understanding of the organization and basic features of print.</p> <p>Learning Progression is in the sub-standards.</p> <p>2nd: Reading: Foundational Skills, Standard 1 ends in Grade 1.</p>

Reading Standards: Foundational Skills (K-5): Cluster 2: Phonological Awareness		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.1.RF.2.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a) Distinguish long from short vowel sounds in spoken single-syllable words. (b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • Words are produced by blending sounds (phonemes). • Words can be separated into sounds. • Vowels make more than one sound. • Words have a beginning and a middle and an ending sound. • Words can be separated into individual sounds. 	<ul style="list-style-type: none"> • I can understand spoken words, syllables, and sounds. • I can hear and say long and short vowel sounds.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> • Hear and speak words, syllables, and sounds. • Distinguish vowels and consonants. • Isolate and produce blends. • Segment spoken words and syllables. • Segment spoken words into individual sounds • Orally produce words by blending sounds • Distinguish long and short vowel sounds 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit R Story 3 "Tip and Tam", Unit R Story 5 "School Day" Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 3 "Who Works Here?", Unit 2 Story 4 "The Big Circle", Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 "Honey Bees" Unit R Story 1 "Sam", Unit R Story 2 "Snap!", Unit R Story 5 "School Day", Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 5 "Get the Egg!", Unit 1 Story 6 "Animal Park", Unit 2 Story 1 "A Big Fish for Max", Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 4 "The Big Circle", Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 "Honey Bees", Unit 3 Story 1 "A Place to Play", Unit 3 Story 2 "Ruby in Her Own Time", Unit 3 Story 3 "The Class Pet", Unit 3 Story 5 "I'm a Caterpillar", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 2 "Cinderella", Unit 4 Story 3 "A Trip to Washington D.C.", Unit 4 Story 4 "A Southern Ranch", Unit 4 Story 5 "Peter's Chair", Unit 4 Story 6 "Henry and Mudge", Unit 5 Story 1 "Tippy-Toe Chick, Go!", Unit 5 Story 2 "Mole and the Baby Bird", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 4 "Simple Machines", Unit 5 Story 5 "Alexander Graham Bell: A Great Inventor", Unit 5 Story 6 "The Stone Garden"</p> <p>iReady LAFS: Unit 1 Lesson A, Unit 3 Lesson H (applies skill, does not explicitly teach) Unit 1 Lesson B (applies skill, does not explicitly teach) Unit 1 Lesson 1</p>		<p>K: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1st: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Learning Progression is in the sub-standards.</p> <p>2nd: Reading: Foundational Skills, Standard 2 ends in Grade 1.</p>

Reading Standards: Foundational Skills (K-5): Cluster 3: Phonics & Word Recognition		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> (a) Know the spelling-sound correspondences for common consonant digraphs. (b) Decode regularly spelled one-syllable words. (c) Know final -e and common vowel team conventions for representing long vowel sounds. (d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (e) Decode two-syllable words following basic patterns by breaking the words into syllables. (f) Read words with inflectional endings. (g) Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Digraphs are two consonants that make one sound. • Vowel teams make long vowel sounds. • Final -e makes a vowel long. • Each syllable in a word will have a vowel sound. • Inflectional endings make the meaning of the word different. • Words can be irregularly spelled. 	<ul style="list-style-type: none"> • I can read words with digraphs. • I can read words with one syllable. • I can read words with different vowel teams. • I can read words with a long vowel because of final -e. • I can tell how many syllables are in a word by how many vowel sounds there are. • I can read words with two syllables.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> • Identify vowels in words. • Identify long vowel spellings: -e, and vowel teams • Identify syllables in words by looking at the vowels. • Apply single sounds for consonant digraphs. • Read CVCe and other long vowel words. 	
Suggested Resources	Learning Progression	
<p>Reading Street: All Stories in Unit R, Unit 1 Story 1 "Sam, Come Back!", Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 5 "Get the Egg!", Unit 1 Story 6 "Animal Park", Unit 2 Story 1 "A Big Fish For Max", Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 4 "The Big Circle", Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 Honey Bees", Unit 3 Story 1 "A Place to Play", Unit 3 Story 3 "The Class Pet", Unit 3 story 4 "Frog and Toad Together", Unit 3 Story 5 "I'm a Caterpillar", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 1 "Mama's Birthday Present", Unit 4 Story 3 "A Trip to Washington D.C.", Unit 4 Story 4 "A Southern Ranch", Unit 4 Story 5 "Peter's Chair", Unit 4 Story 6 "Henry and Mudge", All Stories Unit 5</p> <p>iReady LAFS: Unit 1 Lesson D (applies skill, does not explicitly teach) Unit 2 Lesson E (applies skill, does not explicitly teach) Unit 2 Lesson G, Unit 4 Lesson I (applies skill, does not explicitly teach)</p>	<p>K: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1st: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2nd: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3rd: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4th: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5th: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	

Reading Standards: Foundational Skills (K-5): Cluster 4: Fluency		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.1.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p>(a) Read on-level text with purpose and understanding.</p> <p>(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Books convey a message. • There are various purposes for reading. • Reading with fluency, accuracy, and expression conveys meaning. • There are various strategies to self-correct. 	<ul style="list-style-type: none"> • I can read and understand books at my level. • I can make it sound like talking when I read books at my level. • I can reread when I don't understand what I have read.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Read grade-level text with accuracy and fluency. • Demonstrate understanding of what has been read. • Read for purpose. • Read with expression. • Use self-correcting strategies. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 1 "Sam, Come Back!", Unit 2 Story 1 "A Big Fish for Max" Reading Street: Unit 1 Story 2 "Pig in a Wig", Unit 1 Story 3 "The Big Blue Ox", Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 5 "Get the Egg!", Unit 1 Story 6 "Animal Park", Unit 2 Story 2 "The Farmer and the Hat", Unit 2 Story 3 "Who Works Here?", Unit 2 Story 4 "The Big Circle", Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 "Honey Bees", All Stories in Unit 3, All Stories in Unit 4, All Stories in Unit 5</p>		<p>K: Read emergent-reader texts with purpose and understanding.</p> <p>1st: Read with sufficient accuracy and fluency to support comprehension.</p> <p>2nd: Read with sufficient accuracy and fluency to support comprehension.</p> <p>3rd: Read with sufficient accuracy and fluency to support comprehension.</p> <p>4th: Read with sufficient accuracy and fluency to support comprehension.</p> <p>5th: Read with sufficient accuracy and fluency to support comprehension.</p>

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> It is important to refer to details when explaining a text. One must understand what the text says before accurate inferences can be made. 	<ul style="list-style-type: none"> I can explain what I read by using details and examples from the text. I can make inferences about what I read based on the details and examples in the text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Explain concepts or information from a text by using details and information found in the text. Draw inferences from a text based on the details and examples in the text. 	
Assessment Limits		Learning Progression
<p>Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.</p>		<p>K: With prompting and support, ask and answer questions about key details in a text. 1st: [Without prompting and support] ask and answer questions about key details in a text. 2nd: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4th: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5th: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Suggested Resources		
<ul style="list-style-type: none"> Reading Street 1-5: "Letters Home from Yosemite" Reading Street 2-4: "Horse Heroes" *This standard will be reviewed throughout multiple stories in Reading Street iReady LAFS Lesson 6 		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> Key details support the main idea of an informational text. Knowing the main idea and supportive details of a text assists with summarization. 	<ul style="list-style-type: none"> I can use key details to determine the main idea of an informational text. I can use key details to summarize an informational text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Determine the main idea and key details of a text. Use key details to summarize an informational text. 	
Assessment Limits		Learning Progression
<p>Items may ask students to determine the main idea and which details support the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to summarize the text.</p>		<p>K: With prompting and support, identify the main topic and retell key details of a text. 1st: [Without prompting and support] identify the main topic and retell key details of a text. 2nd: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3rd: Determine the main idea of a text; recount the key details and explain how they support the main idea. 4th: Determine the main idea of a text and explain how it is supported by key details; summarize the text. 5th: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Suggested Resources		
<ul style="list-style-type: none"> Reading Street 1-5: "Letters Home from Yosemite" Reading Street 2-5: "So You Want to be President" Reading Street 5-4: "Antarctic Journal" IReady LAFS Lesson 1 		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.1.RI.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Details help to fully comprehend the text. 	<ul style="list-style-type: none"> I can find key details in a text. I can ask questions to help me understand what I read. I can answer questions about what I read.
DOK Level	The student is able to:	
2 Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Identify the main idea and key details. Use key details to compose questions about the text. Use key details to answer questions about the text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 2 Story 6 "Honey Bees", Unit 4 Story 3 "A Trip to Washington, D.C.", Unit 4 Story 4 "A Southern Ranch", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 4 "Simple Machines"</p> <p>iReady LAFS: Unit 2 Lesson 6</p>		<p>K: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1st: Ask and answer question about key details in a text.</p> <p>2nd: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>3rd: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>4th: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>5th: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> The topic is organized around one main topic or idea. The main idea supports the main topic. The key details support the main idea. 	<ul style="list-style-type: none"> I can tell the topic of an informational text. I can tell the main idea of an informational text. I can use details to retell or summarize an informational text.
DOK Level	The student is able to:	
2 Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Identify the main topic for the text. Retell a text with key details. Summarize the main idea of text by using key details. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 6 "Animal Park", Unit 2 Story 3 "Who Works Here?", Unit 4 Story 3 "A Trip to Washington D.C.", Unit 4 Story 4 "A Southern Ranch", Unit 5 Story 5 "Alexander Graham Bell: A Great Inventor"</p> <p>iReady LAFS: Unit 2 Lesson E, F, G, 7, Unit 4 Lesson I</p>		<p>K: With prompting and support, identify the main topic and retell key details of a text.</p> <p>1st: [Without prompting and support] identify the main topic and retell key details of a text.</p> <p>2nd: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>3rd: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>4th: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5th: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> It is important to refer to details when explaining a text. One must understand what the text says before accurate inferences can be made. 	<ul style="list-style-type: none"> I can explain what I read by using details and examples from the text. I can make inferences about what I read based on the details and examples in the text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Explain concepts or information from a text by using details and information found in the text. Draw inferences from a text based on the details and examples in the text. 	
Assessment Limits		Learning Progression
<p>Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.</p>		<p>K: With prompting and support, ask and answer questions about key details in a text. 1st: [Without prompting and support] ask and answer questions about key details in a text. 2nd: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4th: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5th: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Suggested Resources		
<ul style="list-style-type: none"> Reading Street 1-5: "Letters Home from Yosemite" Reading Street 2-4: "Horse Heroes" *This standard will be reviewed throughout multiple stories in Reading Street iReady LAFS Lesson 6 		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Key details support the main idea of an informational text. Knowing the main idea and supportive details of a text assists with summarization. 	<ul style="list-style-type: none"> I can use key details to determine the main idea of an informational text. I can use key details to summarize an informational text.
DOK Level	The student is able to:	
2 Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Determine the main idea and key details of a text. Use key details to summarize an informational text. 	
Assessment Limits		Learning Progression
Items may ask students to determine the main idea and which details support the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to summarize the text.		K: With prompting and support, identify the main topic and retell key details of a text. 1 st : [Without prompting and support] identify the main topic and retell key details of a text. 2 nd : Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3 rd : Determine the main idea of a text; recount the key details and explain how they support the main idea. 4 th : Determine the main idea of a text and explain how it is supported by key details; summarize the text. 5 th : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Suggested Resources		
<ul style="list-style-type: none"> Reading Street 1-5: "Letters Home from Yosemite" Reading Street 2-5: "So You Want to be President" Reading Street 5-4: "Antarctic Journal" IReady LAFS Lesson 1 		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<ul style="list-style-type: none"> Readers can make connections between individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Explain the connection between two individuals, events, ideas, or pieces of information in a text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 "Honey Bees", Unit 3 Story 3 "The Class Pet", Unit 3 Story 5 "I'm a Caterpillar", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 4 "Simple Machines", Unit 5 Story 5 "Alexander Graham Bell: A Great Inventor"</p> <p>iReady LAFS: Unit 2 Lesson 8</p>		<p>K: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1st: [Without prompting and support] describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>2nd: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>3rd: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>4th: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>5th: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> Asking or answering questions is a tool to clarify or determine meaning. When unclear about what they are reading, asking questions will help clarify meaning and increase comprehension. Answering questions will clarify meaning and increase comprehension. 	<ul style="list-style-type: none"> I can ask questions about what I am reading to help me understand words and phrases. I can answer questions about what I am reading to help me understand words and phrases.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Recognize when they do not understand what they are reading. Construct questions about text to clarify meaning. Answer questions about text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 4 "A Fox and A Kit", Unit 2 Story 6 "Honey Bees", Unit 3 Story 3 "The Class Pet", Unit 4 Story 4 "A Southern Ranch"</p> <p>iReady LAFS: Unit 4 Lesson 13</p>		<p>K: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>1st: [Without prompting and support] ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>2nd: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>3rd: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>4th: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5th: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>

Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<ul style="list-style-type: none"> Information can be found by using text features. Headings within a text point out key details and information. The table of contents and glossaries can be used to locate information in a text. Websites have electronic menus that will help locate specific information on the internet. Computers have icons that can be used to open new menus or programs on a computer. 	<ul style="list-style-type: none"> I can use the headings to find key facts and information in a text. I can use the glossary to find key facts and information in a text. I can use the table of contents to find key facts and information in a text. I can use the electronic menu to find key facts when working online. I can use computer icons to help me find information.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Identify headings within a text. Locate and use the table of contents in a text. Interpret and use simple electronic menus on a website. Identify icons on a computer. Locate information by using a glossary in a text. Locate key facts or details in a text using various text features. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 4 "A Fox and A Kit", Unit 2 Story 5 "Life in the Forest", Unit 2 Story 6 "Honey Bees", Unit 3 Story 3 "The Class Pet", Unit 3 Story 5 "I'm a Caterpillar", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 4 "A Southern Ranch", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 4 "Simple Machines", Unit 5 Story 5 "Alexander Graham Bell: The Great Inventor"</p> <p>iReady LAFS: Unit 4 Lessons 14, 15</p>		<p>K: Identify the front cover, back cover, and title page of a book.</p> <p>1st: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>2nd: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>3rd: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>4th: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>5th: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>

Reading Standards for Informational Text Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> Comparing the pictures with the written text will further help them understand information. Pictures and words provide different information that contributes to the meaning. 	<ul style="list-style-type: none"> I can find information by looking at pictures and illustrations. I can find information by reading text. I can explain if I found my information from the pictures or the words.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> Identify information provided by pictures or illustrations. Identify information provided by text. Distinguish between information from pictures and words. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 5 Story 5 "Alexander Graham Bell: The Great Inventor"</p> <p>iReady LAFS: Unit 4 Lesson 16</p>		<p>K: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>1st: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>2nd: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>3rd: Distinguish their own point of view from that of the author of a text.</p> <p>4th: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>5th: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> • Illustrations are related to text. • Illustrations and text convey details and ideas. • Details support the key ideas. 	<ul style="list-style-type: none"> • I can use illustrations to tell about the important parts in an informational text. • I can summarize informational text using key details.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Describe the key ideas using the illustrations and text. • Use details and key ideas from text to label illustrations. • Classify details in the text as important or unimportant. • Analyze illustrations to determine if they support key ideas. • Summarize key ideas of the text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 6 "Animal Park", Unit 2 Story 5 "Life in the Forest", Unit 4 Story 4 "A Southern Ranch", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 4 "Simple Machines", Unit 5 Story 5 "Alexander Graham Bell: A Great Inventor"</p> <p>iReady LAFS: Unit 6 Lesson 19</p>		<p>K: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>1st: Use the illustrations and details in a text to describe its key ideas.</p> <p>2nd: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>3rd: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>4th: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>5th: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> An author gives reasons to support points in a text. An author includes details to support those points. 	<ul style="list-style-type: none"> I can identify the supporting details in an informational text. I can identify why an author writes certain details.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Identify supporting details in an informational text. Determine the author's message. Identify reasons or information that support the author's message. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 6 "Animal Park", Unit 2 Story 5 "Life in the Forest", Unit 3 Story 5 "I'm a Caterpillar"</p> <p>iReady LAFS: Unit 6 Lesson 20</p>		<p>K: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>1st: [Without prompting and support] identify the reasons an author gives to support points in a text.</p> <p>2nd: Describe how reasons support specific points the author makes in a text.</p> <p>3rd: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>4th: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>5th: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> There are similarities and differences between texts on the same topic. 	<ul style="list-style-type: none"> I can identify similarities between two texts on the same topic. I can identify differences between two texts on the same topic.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Compare and contrast illustrations from two texts on the same topic. Compare and contrast descriptions from two texts on the same topic. Compare and contrast procedures from two texts on the same topic. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 6 "Animal Park", Unit 2 Story 5 "A Life in the Forest", Unit 2 Story 6 "Honey Bees", Unit 3 Story 3 "The Class Pet", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 4 Story 4 "A Southern Ranch"</p> <p>iReady LAFS: Unit 6 Lesson 21</p>		<p>K: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1st: [Without prompting and support] identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>2nd: Compare and contrast the most important points presented by two texts on the same topic</p> <p>3rd: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>4th: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5th: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Reading Standards for Informational Text Cluster 4: Range of Reading and Level of Text Complexity		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<ul style="list-style-type: none"> Informational texts provide real facts about a topic. We read to learn new information. 	<ul style="list-style-type: none"> With help, I can read informational texts.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Read first grade informational text. Comprehend first grade informational text. 	
Suggested Resources		Learning Progression
<p>Reading Street: Unit 1 Story 4 "A Fox and A Kit", Unit 1 Story 6 "Animal Park"</p> <p>iReady LAFS: All Lessons</p>		<p>K: Actively engage in group reading activities with purpose and understanding.</p> <p>1st: With prompting and support, read informational texts appropriately complex for grade 1</p> <p>2nd: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>3rd: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently [without scaffolding].</p> <p>4th: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>5th: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently [without scaffolding].</p>

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.1.W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Opinions should be supported by reasons. Different people may support opinions with different reasons. Opinion writing needs a sense of closure. 	<ul style="list-style-type: none"> I can write to tell what I think about a book or topic. I can write to tell you what I like or dislike about the book or topic. I can write a reason to support my opinion. I can make my writing sound finished.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Write an opinion. Support the opinion with details. Write a closing sentence to complete the writing. 	
Suggested Resources		Learning Progression
<p>iReady LAFS: Unit 1 Lesson D; Unit 3 Lesson H</p> <p>Reading Street- Unit 3 Story 2: Ruby in Her Own Time; Unit 4 Story 5: Peter's Chair; Unit 5 Story 4 Simple Machines</p> <p>CPALMS- Traveling with Clifford; Close Reading: Chrysanthemum; Bad Kitty; A Close Reading: The Three Little Pigs and The True Story of the Three Little Pigs</p>		<p>K: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>1st: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2nd: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3rd: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>4th: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5th: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.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.</p>	<ul style="list-style-type: none"> Informative/explanatory stories need a title/topic, facts and an ending. Facts must relate to the topic. 	<ul style="list-style-type: none"> I can write a story that gives instructions. I can write a story to inform a reader about a topic. I can write a topic sentence. I can write facts about the topic. I can write an ending that completes my writing.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Determine a topic for writing. Write informative or explanatory text. Supply facts about the topic. Compose an ending to the story. 	
Suggested Resources		Learning Progression
<p>Reading Street- Unit 1 Story 6 Animal Park; Unit 2 Story 1: A Big Fish for Max, Story 2: The Farmer and the Hat, Story 3: Who Works Here?, Story 5: Life in the Forest, Story 6: Honey Bees; Unit 3 Story 3: The Class Pet, Story 4: Frog and Toad Together, Story 5: I'm a Caterpillar; Unit 4 Story 2: Cinderella, Story 3: A Trip to Washington D.C., Story 6: Henry and Mudge; Unit 5 Story 2: Mole and the Baby Bird, Story 6: The Stone Garden; CPALMS- Animals and Their Habitats; Animals; A Tree is a Plant- Step by Step; Going on a Bear Hunt; National Geographic Reader: Frogs! (to explore text features and main idea);</p> <p>WFTB Observational Writing Apples p. 100 (circle and tree map)</p> <p>iReady LAFS: Unit 2 Lesson F; Unit 4 Lesson I</p>		<p>K: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>1st: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>2nd: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3rd: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>4th: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub-standards</p> <p>5th: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub standards</p>

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.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.</p>	<ul style="list-style-type: none"> • Stories follow a logical sequence from start to finish. • Stories use details to enrich the meaning. • Stories use temporal words to indicate sequence. • Stories have a sense of closure. 	<ul style="list-style-type: none"> • I can write a story with two or more events in order. • I can add details to my story. • I can use words that help the reader move through my story. • I can end my story to make it sound finished.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Write/recount a narrative story with a logical sequence. • Include details in the story. • Use temporal words to signal event order. • Create an ending that provides a sense of closure. 	
Suggested Resources		Learning Progression
<p><u>Reading Street</u> - Unit 1 Story 1: Sam, Come Back!, Story 2: Pig in a Wig, Story 4: A Fox and a Kit, Story 5: Get the Egg!; Unit 2 Story 4: The Big Circle; Unit 3 Story 1: A Place to Play, Story 6: Where are my Animal Friends?; Unit 4 Story 4: A Southern Ranch; Unit 5 Story 1: Tippy-Toe Chick, Go!, Story 5: Alexander Graham Bell: A Great Inventor</p> <p><u>WFTB</u> Getting Ready for School p. 102 (flow map)</p> <p><u>iReady LAFS</u> Unit 1 Lesson A, Unit 2 Lesson G</p>		<p>K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>1st: 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</p> <p>2nd: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>3rd: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4th: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p> <p>5th: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p>

Writing Standards Cluster 2: Production and Distribution of Writing		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.1.W.2.5</u> 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.</p>	<ul style="list-style-type: none"> • Revision is a necessary part of writing. • A focused topic will be more interesting to the reader. • Peer feedback is valuable to the writing process. • Details make writing more interesting. 	<ul style="list-style-type: none"> • I can write about a topic using adjectives and details with help. • With support I can answer questions from classmates about my writing. • I can change my writing after talking with classmates.
DOK Level	The student is able to:	
<p>3 Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Write about a topic. • Develop a piece of writing focused on one topic. • Accept and apply peer suggestions to make writing better. • Add details that strengthen writing. 	
Suggested Resources		Learning Progression
<p>Reading Street- Unit 1 Story 1: Sam, Come Back!, Story 2: Pig in a Wig, Story 3: The Big Blue Ox, Story 5: Get the Egg!; Unit 2 Story 6: Honey Bees; Unit 3 Story 2: Ruby in Her Own Time, Story 5: I'm a Caterpillar; Unit 4 Story 1: Mama's Birthday Present, Story 3: A Trip to Washington D.C.; Unit 5 Story 2: Mole and the Baby Bird, Story 3: Dot & Jabber, Story 4: Simple Machines</p> <p>CPALMS- Elements of a Short Story</p> <p>WFTB Mini-Lesson Focus: Supporting Details p.113- 116;</p> <p>iReady LAFS Unit 3 Lesson 10</p>		<p>K: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>1st: 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.</p> <p>2nd: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>3rd-5th: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 3-5.)</p>

Writing Standards Cluster 2: Production and Distribution of Writing		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> • Publishing writing is a way to share it with others. • There are a variety of digital tools to produce and publish writing. • Publishing can be an effort of collaboration with peers. 	<ul style="list-style-type: none"> • I can produce writing using digital tools, with help. • I can publish my writing using technology, with help. • I can work with other students to write and publish stories, with help. • I can use pictures created with digital tools to illustrate my writing, with help.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Use a variety of digital tools. • Produce writing using technology. • Collaborate on writing and publishing with other students. 	
Suggested Resources		Learning Progression
<p><u>Reading Street</u>: Unit 4 Story 5 "Peter's Chair" (21st Century Skills)</p>		<p>K: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers 1st: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2nd: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 3rd: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 4th: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 5th: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>

Writing Standards Cluster 3: Research to Build and Present Knowledge		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.W.3.7 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).</p>	<ul style="list-style-type: none"> Information comes from a variety of multi-media sources. Writing pieces have main ideas and supporting details. Students can participate in the research and writing process collaboratively. 	<ul style="list-style-type: none"> I can gather information about a topic from different media. I can work with others to find information about what I am learning. I can work with others to write about what I have learned.
DOK Level	The student is able to:	
<p>4 Extended Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Gather pertinent information about a topic from research. Organize pertinent information for writing. Write a main idea. Write supporting details. Participate in shared research. Generate a final writing project collaboratively. 	
Suggested Resources		Learning Progression
<p>iReady LAFS Unit 1 Lesson B</p> <p>CPALMS- A Recipe for Sequencing Success</p>		<p>K: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>1st: 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).</p> <p>2nd: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations).</p> <p>3rd: Conduct short research projects that build knowledge about a topic</p> <p>4th: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>5th: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

Writing Standards Cluster 3: Research to Build and Present Knowledge		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Past experiences can help them answer questions. • When gathering information from sources, not all the information is relevant. • When gathering information from sources, it is important to keep it organized. • They can use written details to answer questions. 	<ul style="list-style-type: none"> • I can recall information from past learning experiences to help me answer questions. • I can decide which details are important, with help. • I can find information to answer questions, with help.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Recall information from past learning experiences. • Determine relevant information from sources. • Look for information to answer a question. • Use details from the information gathered to answer questions. 	
Suggested Resources		Learning Progression
<p>iReady LAFS: Unit 1 Lesson C; Unit 2 Lesson E</p>		<p>K: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1st: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>2nd: [Without guidance and support from adults,] recall information from experiences or gather information from provided sources to answer a question.</p> <p>3rd: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>4th: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p> <p>5th: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>(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).</p> <p>(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>(c) Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Discussion is a means of hearing multiple points of view. • It is important to understand what others are saying. • Hearing other people's thinking helps expand your own thinking. • Asking questions or adding to discussions can clarify understanding of someone else's thinking. 	<ul style="list-style-type: none"> • I can have conversations with adults. • I can have conversations with other students. • I can follow classroom rules for speaking. • I can follow classroom rules for listening. • I can add to the conversation by staying on the topic of discussion. • I can ask questions to help me understand what someone else is saying.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Identify topic of discussion and respond on topic. • Continue a conversation on topic. • Follow classroom rules for discussion. • Ask appropriate and relevant questions to clarify information. • Show respect for others who are participating in the discussions, including listening to others. 	
Suggested Resources		Learning Progression
<p>Reading Street- Unit R Story 4: The Big Top; Unit 1 Story 2: Pig in a Wig; Unit 2 Story 3: Who Works Here?; Unit 4 Story 4: A Southern Ranch; Unit R Story 1: Sam, Story 2: Snap!, Story 4: The Big Top; Unit 2 Story 4: The Big Circle, Story 5: Life in the Forest; Unit 3 Story 2: Ruby in her Own Time, Story 5: I'm a Caterpillar, Story 6: Where are My Animal Friends?; Unit 4 Story 2: Cinderella; Unit 5 Story 2: Mole and the Baby Bird; Unit R Story 5: School Day; Unit 1 Story 1: Sam, Come Back!</p> <p>iReady LAFS: Unit 1 Lessons A, B, C, D, 1, 2, 3, 4, 5; Unit 2 Lessons E, F, G, 6, 7, 8; Unit 3 Lessons H, I, 9, 10, 11, 12, 13, 14, 15; Unit 4 Lessons 16; Unit 5 Lessons 17, 18; Unit 6 Lessons 19, 20, 21;</p>		<p>K: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.1st: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2nd: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 3rd: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.4th: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.5th: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> Information can be gained by asking questions. Information can be shared orally or through media. It is important to ask questions to clarify understanding about text, a presentation, or information from other media. 	<ul style="list-style-type: none"> I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion about a given topic. I can answer questions during a class discussion. I can ask questions about a movie or something on the computer. I can answer questions about a movie or something on the computer.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Recall information from text read aloud or information presented orally or through other media. Formulate questions about text read aloud or information presented orally or through other media. 	
Suggested Resources		Learning Progression
<p>Reading Street- Unit R Story 3: Tip and Tam, Story 4: The Big Top, Story 5: School Day; Unit 2 Story 6: Honey Bees; Unit 5 Story 4: Simple Machines, Story 5: Alexander Graham Bell: A Great Inventor</p> <p>iReady LAFS: Unit 1 Lessons A, B, C, D, 1, 4, 5; Unit 2 Lessons E, F, G, 6, 7, 8; Unit 3 Lessons H, I, 11, 12; Unit 4 Lesson 16; Unit 5 Lesson 17; Unit 6 Lessons 20, 21</p>		<p>K: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>1st: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>2nd: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3rd: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4th: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5th: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.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.</p>	<ul style="list-style-type: none"> Questioning is a tool to obtain and clarify information. Asking questions about what is said is a strategy used for gathering additional information or for clarification. Answering questions about what is said will help gain additional information and clarification for what is said. 	<ul style="list-style-type: none"> I can ask questions to help me understand what a speaker says. I can answer questions about what a speaker says.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Ask for more information and clarification, as needed Answer questions based upon information that is presented orally. 	
Suggested Resources		Learning Progression
<p>iReady LAFS - Unit 2 Lesson E; Unit 3 Lesson I; Unit 1 Lesson 2; Unit 4 Lesson 14</p>		<p>K: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 1st: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 2nd: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 3rd: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 4th: Identify the reasons and evidence a speaker provides to support particular points. 5th: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> • People, places, things, and events need to be explained with important and relevant details. • Information must be expressed clearly. 	<ul style="list-style-type: none"> • I can use important details to describe people, places, things, and events. • I can talk about ideas and feelings clearly.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Communicate ideas and feelings clearly. • Describe people, places, things, and events with relevant details. 	
Suggested Resources		Learning Progression
<p>Reading Street- Unit 1 Story 3: The Big Blue Ox, Story 5: Get the Egg!; Unit 2 Story 1: A Big Fish for Max; Story 2: The Farmer and the Hat; Unit 3 Story 1: A Place to Play, Story 3: The Class Pet, Story 4: Frog and Toad Together, Story 6: Where are my Animal Friends?; Unit 4 Story 1: Mama's Birthday Present, Story 3: A Trip to Washington D.C.</p> <p>iReady LAFS - Unit 1 Lessons A, B, 1, C, 2, D, 3; Unit 2 Lessons E, F, 6, 7, G; Unit 3 Lessons H, 9, 10, 12, 13; Unit 4 Lesson 16; Unit 5 Lessons 17, 18; Unit 6 Lesson 19;</p>		<p>K: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>1st: Describe [familiar and unfamiliar] people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>2nd: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>3rd: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>4th: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5th: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Visual displays help the reader understand details about a subject. • Visual displays must support the information in the presentation. • Visual displays can be used to express ideas. • Visual displays help the audience understand my thoughts, feelings, and ideas. 	<ul style="list-style-type: none"> • I can draw a picture to share my ideas, thoughts, and feelings about a topic. • I can create a visual display to share my ideas, thoughts, and feelings about a topic.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Create a drawing to show understanding of a topic. • Create visual display(s) to show understanding of a topic. • Create a drawing or visual display to help others understand ideas, thoughts, or feelings. 	
Suggested Resources		Learning Progression
<p>iReady LAFS Unit 1 Lessons A, B, C, D; Unit 2 Lessons E, F, G; Unit 3 Lessons H, 11, I, 12, 15</p>		<p>K: Add drawings or other visual displays to descriptions as desired to provide additional detail. 1st: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 2nd: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 3rd: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 4th: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 5th: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation. (see grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<ul style="list-style-type: none"> • Complete sentences have a clear beginning and end. • When speaking, you must talk in complete sentences. 	<ul style="list-style-type: none"> • I can talk in complete sentences. • I can answer my teacher and others in complete sentences.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Produce complete sentences when speaking. • Respond in complete sentences to different tasks and situations when speaking. 	
Suggested Resources		Learning Progression
<p>iReady LAFS Unit 1 Lessons C, D</p>		<p>K: Speak audibly and express thoughts, feelings, and ideas clearly. 1st: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) 2nd: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) 3rd: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) 4th: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) 5th: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

Standards for Language Cluster 1: Conventions of Standard English			
Standard	The student understands that:	Student Friendly Learning Targets	
<p><u>LAFS.1.L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Print all upper- and lowercase letters.</p> <p>(b) Use common, proper, and possessive nouns.</p> <p>(c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>(d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>(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).</p> <p>(f) Use frequently occurring adjectives.</p> <p>(g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>(h) Use determiners (e.g., articles, demonstratives).</p> <p>(i) Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> Nouns name a person, place, or thing (including feelings and emotions). Verbs name the action in the sentence and must match the noun grammatically. Pronouns can replace a noun in a sentence. Verbs can change depending on the tense. Adjectives describe a noun. Conjunctions, determiners, and prepositions must be used correctly in order for a sentence to make sense. 	<ul style="list-style-type: none"> There are rules that govern the use of uppercase and lowercase letters. I can use common, proper, and possessive nouns when I write and speak. I can match my nouns and verbs correctly when I write and speak. I can use pronouns correctly when I write and speak. I can use verbs correctly for the past, present, and future when I write and speak. I can use adjectives when I write and speak. I can use conjunctions (and, but, or) correctly when I write and speak. I can use words like 'a', 'the', 'some', and 'all' correctly in sentences when I write and speak. I can use prepositions correctly when I write and speak. I can use a variety of sentences when I write and speak (asking, telling, commanding/requesting, exclaiming). 	
	The student is able to:		
	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., a, the, some, all, many, etc.). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 		
DOK Level			
2			
Basic Application of Skills & Concepts			
Suggested Resources			
<p>Reading Street: Unit 2 Story 2 "The Farmer in the Hat", Unit 2 Story 3 "Who Works Here?", Unit 2 Story 4 "The Big Circle", Unit 3 Story 3 "The Class Pet", Unit 3 Story 6 "Where Are My Animal Friends?", Unit 5 Story 3 "Dot & Jabber", Unit 5 Story 5 "Alexander Graham Bell: A Great Inventor" Unit R Story 1 "Sam", Unit R Story 2 "Snap!", Unit 2 Story 1 "A Big Fish For Max", Unit 2 Story 2 "A Farmer in the Hat", Unit 2 Story 5 "Life in the Forest", Unit 4 Story 1 "Mama's Birthday Present"</p> <p>iReady LAFS: Unit 2 Lesson E; Unit 1 Lessons 1, 2, 3, 4, 5; Unit 2 Lessons 6, 7, 8; Unit 3 Lessons 9, 10, 12, 13, 14, 15; Unit 4 Lesson 16; Unit 5 Lessons 17, 18; Unit 6 Lessons 19, 20, 21</p>			
		Learning Progression:	
		<p>K: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1st-5th: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Learning Progression is in the sub-standards 1st - 5th</p>	

Standards for Language Cluster 1: Conventions of Standard English		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> (a) Capitalize dates and names of people. (b) Use end punctuation for sentences. (c) Use commas in dates and to separate single words in a series. (d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Dates and people’s names are capitalized. • All sentences end with punctuation. • Commas separate dates and words in a series. • *Words are made of patterns. *Some words have irregular spellings. • Most words follow regular spelling patterns. • Words need to be spelled correctly when written. 	<ul style="list-style-type: none"> • I can capitalize dates and names of people when writing. • I can use punctuation at the end of my sentences. • I can use commas when writing dates and words in a list. • *I can use spelling patterns to spell words correctly when writing. *I can spell sight words correctly. • I can spell words I don’t know by sounding them out.
DOK Level	The student is able to:	
<p style="text-align: center;">1 Recall</p>	<ul style="list-style-type: none"> • Capitalize dates and names of people. • Apply rules of punctuation. • Apply rules of commas to dates and words in a series. • Use phonemic awareness and spelling conventions to spell untaught words phonetically. • Write regular and irregular first grade words with the correct spelling. 	<ul style="list-style-type: none"> • I can spell words I don’t know by sounding them out.
Suggested Resources	Learning Progression	
<p>Reading Street: All Stories in Unit 1, All Stories in Unit 2, All Stories in Unit 3, All Stories in Unit 4, All Stories in Unit 5</p> <p>iReady LAFS: Unit 1 Lesson C, Unit 2 Lesson E, Unit 3 Lesson H</p>	<p>K: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1st-5th: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Learning Progression is in the sub-standards.</p>	

Standards for Language Cluster 3: Vocabulary Acquisition and Use		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.1.L.3.4 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.</p> <p>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(b) Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>(c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> Words can have multiple meanings. The context of a sentence can help when determining the meaning of an unknown word or phrase. Affixes help determine the meaning of an unknown word. Root words can be used with several different affixes 	<ul style="list-style-type: none"> I can tell what a word means by reading the rest of the sentence. I can tell what a word means by using its prefix or suffix as a clue. I can tell what a word means by identifying its root word.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Recognize first-grade words and their inflectional endings. Apply multiple strategies to determine the meaning of unknown words. Recognize a multiple meaning word. Apply multiple strategies to clarify the meaning of multiple-meaning words. 	
Suggested Resources	Learning Progression	
<p>Reading Street: Unit 4 Story 6 "Henry and Mudge", Unit 5 Story 4 "Simple Machines", Unit 5 Story 6 "The Stone Garden"</p> <p>iReady LAFS: Unit 4 Lesson 13; Unit 1 Lesson C</p> <p>CPALMS: Sheila Rae, The Brave; Mr. Duck Means Business;</p>	<p>K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>1st -5th: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.</p>	

Standards for Language Cluster 3: Vocabulary Acquisition and Use	
Standard	The student understands that:
<p>LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>(a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>(b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>(c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>(d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> • There are basic, but varying relationships between words and their meanings. • Words can be sorted into like categories. • Words can be described by attributes. • Words have real-life meanings. • Verbs and adjectives can have a variety of levels of intensity.
DOK Level	The student is able to:
<p>2 Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Sort words into categories. • Define words based on their category and 1-2 key features. • Identify connections between words and their use. • Distinguish slight differences between verb meanings and adjective meanings. • Act out the meanings of words.
Suggested Resources	Learning Progression
<p>Reading Street: All Reading Street Stories</p> <p>iReady LAFS: Unit 1 Lessons A, B, C, D ; Unit 2 Lessons E, F, G</p>	<p>K: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>1st: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2nd: [Without guidance and support from adults,] demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3rd: Demonstrate understanding of word relationships and nuances in word meanings. Learning Progression is in the sub-standards.</p> <p>4th: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5th: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. The Learning Progression is within the sub-standards.</p>

Standards for Language Cluster 3: Vocabulary Acquisition and Use	
Standard	The student understands that:
<p>LAFS.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles all the time when she has food she likes).</p>	<ul style="list-style-type: none"> Words and phrases connect thoughts. Conjunctions (such as and, but, or, for, if) will relate and link their ideas and reflections together.
DOK Level	The student is able to:
<p>1 Recall</p>	<ul style="list-style-type: none"> Use conjunctions when speaking or writing to show relationships. Apply words learned in classroom reading and conversation to other situations.
Suggested Resources	Learning Progression
<p>CPALMS: Sink or Float?; Center activity- Vocabulary: Word Wise</p>	<p>K: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 1st: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 2nd: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). 3rd: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). 4th: Acquire and use accurately grade-appropriate [non-conversational] general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 5th: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>