

Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
1.KI.2 - Literature	Retell familiar stories using key details	
1.CS.5 - Literature	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry)	
1.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(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).
1.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(b) Decode regularly spelled one-syllable words. (g) Recognize and read grade-appropriate irregularly spelled words.
1.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	
1.TT.3 - Writing	Use narrative writing to recount two or more real or imagined sequenced events, include some details about what happened, use linking words to signal event order, and provide an ending	
1.PK.4 - Speaking and Listening	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
1.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(a) Print all upper and lowercase letters. (f) Use frequently occurring adjectives.
1.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(a) Capitalize dates and names of people. (b) Use end punctuation for sentences. (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.
1.L.5 - Language	With guidance and support from adults, explore word relationships and nuances in word meanings.	(a) Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. (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.) (c) Identify real-life connections between words and their use (e.g. note places at home that are cozy.)

Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
1.KI.1 - Literature	Ask and answer questions about literary texts using key details	
1.KI.1 - Informational Text	Ask and answer questions about key details in a text	
1.KI.2 - Informational Text	Identify the main topic and retell key details of a text	
1.IK.9. Informational Text	Identify basic similarities in and differences between information presented in two texts on the same topic	
1.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(a) Know the spelling-sound correspondences for common consonant digraphs.
1.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary
1.TT.2 - Writing	Write informative/explanatory texts in which they name the topic, supply facts about the topic, and provide conclusion	
1.PK.6 - Speaking and Listening	Produce complete sentences when appropriate to task and situation.	
1.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(b) Use common, proper, & possessive nouns. (c) Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.) (e) Use verbs to convey a sense of past, present, and future in writing and speaking
1.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on first grade reading content	(a) Use sentence-level context as a clue to the meaning of a word or phrase (c) Identify frequently occurring root words and their inflectional forms (e.g. look, looks, looked, looking)

Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
1.TT.1 - Writing	Write opinion pieces in which they introduce the topic, state an opinion, supply a fact or reason for the opinion, and end with a sentence restating the opinion.	
1.IK.9 - Literature	Compare and contrast the adventures and experiences of characters in familiar stories	
1.RF.2 - Foundational Skills	Demonstrate understanding of spoken words, syllables, and phonemes	(a) Distinguish long from short vowel sounds in spoken single-syllable words.
1.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(c) Know final -e and common vowel team conventions for representing long vowel sounds.
1.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(d) Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything). (g) Use frequently occurring conjunctions (e.g. and, but, or, so, because) (j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
1.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	(d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (f) Read words with inflectional endings.
1.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	(g) Use frequently occurring conjunctions (e.g. and, but, or, so, because)
1.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	(c) Use commas in dates and to separate single words in a series.
1.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on first grade reading content	(b) Use frequently occurring affixes in English as a clue to the meaning of a word.
1.L.5 - Language	With guidance and support from adults, explore word relationships and nuances in word meanings.	(d) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by d

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)

1.CC.1 - Speaking and Listening	Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups.	(a) follow agreed-upon rules for discussions (b) Build on others' talk in conversation by responding to the comments of others through multiple exchanges.
1.CC.1 - Speaking and Listening	Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups.	(c) Ask questions to clear up confusion about the topics and texts under discussion.
1.IK.7 - Integration of Knowledge and Ideas	Use illustrations and details in a story read to describe characters, events, setting, or problem-solution	
1.PC.1 - Print Concepts	Demonstrate understanding of the organization and basic features of print (follow words left to right, top to bottom, page by page; words are separated by spaces).	
1.F.4 - Fluency	Read with sufficient accuracy and fluency to support comprehension.	Not assessed in the NWEA MAP. Tested in AIMSWeb, which has been optional in the district.
1.W.7 - Research to Build and Present Knowledge	Participate in shared research and writing projects.	