

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the first-grade classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of Grade 1.

1.1 Foundational Skills

CC.1.1.1.B	Recognize the distinguishing features of a sentence. (capital letter, period, spaces between words)
CC.1.1.1.C	Demonstrate Understanding of spoken words, syllables and sounds (phonemes)
CC.1.1.1.C.4	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CC.1.1.1.E.1	Read on-level text with purpose and understanding
CC.1.1.1.E.2	Read on-level text orally with accurately, appropriate rate, and expression on successive readings.
CC.1.1.1.F.3	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

1.2 Reading Informational Text

CC.1.2.1.A	Identify the main idea and retell key details of text
CC.1.2.1.B	Ask and answer questions about key details in a text
CC.1.2.1.C	Describe the connection between two individuals, events, ideas or pieces of information in a text
CC.1.2.1.F	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.E	Use various key features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CC.1.2.1.K	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

1.3 Reading Literature

CC.1.3.1.A	Retell stories, including key details and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	Ask and answer questions about key details in a text.
CC.1.3.1.C	Describe characters, setting and major events in a story using key details.
CC.1.3.1.D	Identify who is telling the story at various points in a text.
CC.1.3.1.E	Explain major differences between books that tell stories and books that give information in a range of text.
CC.1.3.1.G	Use Illustrations and details in a story to describe characters, setting or events.
CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories
CC.1.3.1.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

1.4 Writing

In all Areas of Writing Informative Opinion Narrative	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
	Recount two or more appropriately sequenced events using temporal words to signal event order and closure.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
	Capitalize dates and names of people.
	Spell words drawing in common spelling patterns, phonemic awareness and spelling conventions.

1.5 Speaking and Listening

CC.1.5.1.A	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.1.B	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.
CC.1.5.1.C	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CC.1.5.1.D	Describe people, places, things and events with relevant details expressing ideas and feelings clearly.
CC.1.5.1.F	Add drawings or other visual displays when stating aloud to clarify ideas, thoughts and feelings.
CC.1.5.1.G	Demonstrate command of the conventions of standard English when speaking, based on grade 1 content.

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Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills	
<i>Phonological Awareness</i>	
CC.1.1.1.C.1	Distinguish long from short vowel sounds in spoken single-syllable words.
CC.1.1.1.C.2	Count, produce, blend and segment syllables in spoken and written words.
CC.1.1.1.C.3	Orally produce single-syllable words including consonant blends and digraphs.
CC.1.1.1.C.5	Add or substitute individual sounds (phonemes) in one-syllable words to make new words.
<i>Phonics and Word Recognition</i>	
CC.1.1.1.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.1.D.1	Identify common consonant digraphs, final-e, and common vowel teams.
CC.1.1.1.D.2	Decode one and two syllable words with common patterns (CVC, CVVC, CVCe)
CC.1.1.1.D.4	Read grade appropriate irregularly spelled words (high frequency words)
<i>Fluency</i>	
CC.1.1.1.E	Read with accuracy and fluency to support comprehension.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
1.2 Reading – Informational Text	
<i>Standards for Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.1.G	Use illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
<i>Standards for Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.1.J	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
1.3. Reading – Literature	
<i>Standards for Literature – Craft and Structure</i>	
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings to appeal to the senses.
<i>Standards for Literature – Vocabulary Acquisition and Use</i>	
CC.1.3.1.J	Use words and phrases acquired through conversations, reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.
1.4 Writing	
<i>Writing – Opinion/Arguments</i>	
CC.1.4.1.K	Use a variety of words and phrases.
<i>Writing – Narrative</i>	
CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.1.N	Establish who and what the narrative will be about
CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.
<i>Writing – The Writing Process</i>	
CC.1.4.1.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
1.5 Speaking and Listening	
<i>Presentation of Knowledge and Ideas</i>	
CC.1.5.1.F	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings.

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Quarter 2

Routines

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.1.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.1.D.1	Identify common consonant digraphs, final-e, and common vowel teams.
CC.1.1.1.D.2	Decode one and two syllable words with common patterns (CVC, CVVC, CVCe)
CC.1.1.1.D.4	Read grade appropriate irregularly spelled words (high frequency words)
Fluency	
CC.1.1.1.E	Read with accuracy and fluency to support comprehension.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
1.2 Reading – Informational Text	
Standards for Informational Text – Integration of Knowledge and Ideas	
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	Identify basic similarities and differences between two texts on the same topic.
Standards for Informational Text – Vocabulary Acquisition and Use	
CC.1.2.1.J	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
1.3 Reading – Literature	
Standards for Literature – Vocabulary Acquisition and Use	
CC.1.3.1.J	Use words and phrases acquired through conversations, reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.
Standards for Literature – Range of Reading	
CC.1.3.1.K	Read and comprehend literature on grade level, reading independently and proficiently.
1.4 Writing	
Writing – Informative/Explanatory	
CC.1.4.1.B	Identify and write about one specific topic.
Writing – Opinion/Arguments	
CC.1.4.1.G	Write opinion pieces on familiar topics.
CC.1.4.1.H	Form and opinion by choosing among given topics.
CC.1.4.1.I	Support the opinion with reasons related to the opinion.
CC.1.4.1.K	Use a variety of words and phrases.
Writing – The Writing Process	
CC.1.4.1.V	Participate in individual or shared research and writing projects.
CC.1.4.1.X	Write routinely, over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.1.E	Produce complete sentences with appropriate to task and situation.

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Quarter 3

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.1.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.1.D.1	Identify common consonant digraphs, final-e, and common vowel teams.
CC.1.1.1.D.2	Decode one and two syllable words with common patterns (CVC, CVVC, CVCe)
CC.1.1.1.D.3	Read grade-level words with inflectional endings.
CC.1.1.1.D.4	Read grade appropriate irregularly spelled words (high frequency words)
Fluency	
CC.1.1.1.E	Read with accuracy and fluency to support comprehension.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
1.2 Reading – Informational Text	
Standards for Informational Text – Integration of Knowledge and Ideas	
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
Standards for Informational Text – Vocabulary Acquisition and Use	
CC.1.2.1.H	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
Standards for Informational Text – Range of Reading	
CC.1.2.1.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading – Literature	
Standards for Literature – Vocabulary Acquisition and Use	
CC.1.3.1.J	Use words and phrases acquired through conversations, reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.
CC.1.3.1.K	Read and comprehend literature on grade-level, reading independently and proficiently.
1.4 Writing	
Writing – Informative/Explanatory	
CC.1.4.1.A	Write informative/explanatory texts to examine a topic and convey ideas and information.
CC.1.4.1.B	Identify and write about one specific topic.
CC.1.4.1.C	Develop the topic with two or more facts.
Writing – Opinion/Arguments	
CC.1.4.1.J	Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.K	Use a variety of words and phrases.
Writing – Narrative	
CC.1.4.1.Q	Use a variety of words and phrases.
Writing – The Writing Process	
CC.1.4.1.T	With guidance and support from adults and peers, focus on topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.1.E	Produce complete sentences with appropriate to task and situation.

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Quarter 4

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.1.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.1.D.1	Identify common consonant digraphs, final-e, and common vowel teams.
CC.1.1.1.D.2	Decode one and two syllable words with common patterns (CVC, CVVC, CVCe)
CC.1.1.1.D.4	Read grade appropriate irregularly spelled words (high frequency words)
Fluency	
CC.1.1.1.E	Read with accuracy and fluency to support comprehension.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
1.2 Reading Informational Text	
Standards for Informational Text – Integration of Knowledge and Ideas	
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
Standards for Informational Text – Vocabulary Acquisition and Use	
CC.1.2.1.J	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
1.3 Reading – Literature	
Standards for Literature – Vocabulary Acquisition and Use	
CC.1.3.1.J	Use words and phrases acquired through conversations, reading and being read to and responding to texts including words that signal connections and relationships between the words and phrases.
CC.1.3.1.K	Read and comprehend literature on grade-level, reading independently and proficiently.
Standards for Literature – Craft and Structure	
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings to appeal to the senses.
1.4 Writing	
Writing – Informative/Explanatory	
CC.1.4.1.D	Group information and provide some sense of closure.
CC.1.4.1.E	Choose words and phrases for effect.
Writing – Opinion/Arguments	
CC.1.4.1.K	Use a variety of words and phrases.
Writing – The Writing Process	
CC.1.4.1.U	With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peers.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.1.E	Produce complete sentences with appropriate to task and situation.