March Marc	1st G	ade	Student Friendly Standard	Introduced	Mastered	Vocabulary	Resources	Assessment(How/When)
Mathematical Continues of the Continue of th		Writing				opinion		lucy calkin checklist
Manual Continue Antique Continue Antiq	W1.1	Write opinion pieces using LC checklist.	I can write my opinion about a topic and give reasons for my thinking			opinions		
Many		Write informative and explanatory pieces using LC						
Manual M							70	
Second	VV 1.5		real write to tell all organized story with details			ten, detail, organi	20	
Description content of the country	W1.5	from peers to add strength.	I can listen to others' ideas to help add details to my stories.			respond, question	ns, peers, add, st	l, strength
Description content of the country								
March Marc		0.0						
A control progress promote control and an antique progress progress of the control progress of the c	W1.0	English grammar and usage in writing.				demonstrate, con	ventions, gramm	mmar
Second companies of the companies of t		a. print all upper and lowercase letters	I can print all of the upper and lowercase letters			print, uppercase,	lowercase	
Section of the content of the cont			Loop use common proper and perceptive poure			common proper	nonnonnius nou	0.00
Second Content of Co		witting.	The second secon			common, proper,	possessive noui	OUIS CONTRACTOR OF THE CONTRAC
		c. use singular, plural nouns with matching verbs	sentences.				lural nouns, verb	erbs erbs
Management programment controlled measures and programment of the								
Second transfer system of gring many Control and state of the part of the						indefinite		
Month Control Contro						pronouns		
proposition while willing Proposition of the proposition of pro		future				verbs, past, prese	ent, future	
Security of the control control c		f. Use frequently occuring adj., conjunctions, articles,				f		
Second content of the property of the proper		ргерозиона мнен мишну	r can use aujectives, conjuctions, articles, and prepositions when I write.				aves, conjuctions	and, andes, and prepositions
Second case compared compared any program of the compared program of the com						expand,		
By produce and regard comprise early and construction alternative (improved a comprise comprise or the comprise compri						simple,		
The contract of expected compact compacts controlled in co						compound,		
Secure of the control						interrogative,		
Secretary secretaries in reactional promotion. Demandation of the completing of the control promotion. Demandation of		g. produce and expand complete simple and compound declarative, interrogative, imperative. and						
Experience of the service of the ser		exclamatory sentences in response to prompts.	I can can write simple and compound sentences.			sentences.		
Experience of the service of the ser								
A conclusion of processing of processing and contention of processing		English capitalization, punctuation, and spelling when	I can capitalize beginning of sentences and use proper punctuation			punctuation,		
On the end puntation for electrication on the end puntation for selectrication on the end puntation for selectrication on the end puntation for electrication on the end puntation on the end puntation for electrication on the end puntation on the end puntation on the end puntati	W1.11							
comman, dates and to separate range words a service control of search of the service control of special patterns and for figurations and offer figurations								
In selection of the control of the c			I can use end punctuation when I write sentences.				unctuation	
spelling patterns and for figurethy-cocurring regulation words productionally across pro		in series	I can use commas in dates and to separate a list of words when I write.			separate, series		
supplier words e. spell unitsgrift words phonefically, dawing on phonefically, dawing on phonefically, dawing on phonefic awareness and spelling conventions Speaking and Listening Phonefic awareness and spelling conventions Included the phone and problems of the phone and problems of the phone and								
e. spell unifuged words phonedically, drawing on phonemic swarmers and spelling conventions Coarse phonemic swarmers and spelling conventions Coarse phonemic swarmers and spelling conventions Coarse phonemic swarmers and spelling conventions Coarse phonemic swarmers and spelling conventions Coarse phonemic swarmers and spelling conventions Coarse phonemic swarmers Coarse phonemic s		words	I can use common spelling patterns when I write words.					
e. spell untaught words princetically, dearing on phonemic awareness to spell words. Can use phonemic awareness to spell words. Can use awareness to spell words. Can use phonemic awareness to spell words. Can use awaren						e. spell		
e, spell untargative words photometically, drawing on photometic awareness in spell words. Consulter phonometic awareness in spell words Consulter phonometic awareness to spell words Consulter phonometic awareness Consulter phonometic aware						phonemic phonemic		
specimen swarmers and spelling conventions Conversation Conve		e spell untaught words phonetically drawing on						
Participation in collaborative conversations with diverse partners about feaths with present and tests with the present present and tests with the present present proposed with and tests with the present present present proposed without a speaker says to help me understand what is a possible or carding womenting that not understand what a speaker says to help me understand what a speaker says to help me understand with the present present present present present present video test details. Lear relevant expension about what a speaker says to help me understand with the present present present present present video tests of sections. Lear ask and answer questions about what a speaker says to help me understand what is a possible or carding weeker says with present present present present present video tests of sections. Lear ask and answer questions about what a speaker says to help me understand what is a possible or carding with present present present present present present video tests of sections. Lear ask and answer questions about what a speaker says to			I can use phonemic awareness to spell words.					
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St.1.1 adults in small and large groups. a follow agreed-upon rules for dicassions b. bild on others' lats in conversations by responding to the occument of others throne of others' throne of othe			Loop about that I know how to have and a secretary with					
a. follow agreed-upon rules for discussions b. bild on other 1st his conversations by responsible exchanges c. ask questions to dear up any confusion about the logical miching about what to say. Ask and answer questions in order to seek help, and this includents of the property of the	SL1.1	adults in small and large groups.				Conversation •	partner • take tur	turns • listen carefully • interrupting • inside voices
to the comments of others through multiple exchanges c. ask questions of dear up any contision about what to say. Lead and answer questions in dear up any contrision about what a speaker says in order to gather additional into or clarify something that is not understood. St. 1.2 Ask and answer questions about what a speaker says in order to gather additional into or clarify something that is not understood. St. 1.3 Lead ask and answer questions about what a speaker says in order to gather additional into or clarify something that is not understood. St. 1.4 and evertee expressing dess and feelings deamy. St. 1.5 Demonstrate command of the conventions of standard St. 1.7 English grammar and usage when speaking. a. use common, proper, and possessive norms when speaking. a. use common, proper, and possessive, and indefinite pronouns when speaking. b. use singular and plural nours with matching verbs in basic sentences when speaking. c. use personal, possessive, and indefinite pronouns shared indefinite pronouns with matching verbs in basic sentences when speaking. d. use verbs to convey a sense of past, present, and full-full and use when speaking and use when speaking. d. use verbs to convey a sense of past, present, and full-full and indefinite pronouns correctly in a sentence when I speak. Lean use verbs tattle if an talking about the pask present, or future, when speaking and use of use of pask present, and full-full and indefinite pronouns correctly in a sentence when I speak. Lean use verbs tattle if an talking about the pask present, or future, when speaking and use of use of pask present, and full-full and indefinite pronouns correctly when I speak. Lean use verbs tattle if an talking about the pask present, or future, when speaking and use of use of pask present, and full-full and talking about the pask present or future, when speaking and use of use of pask present, and full-full-full-full-full-full-full-full		a. follow agreed-upon rules for dicussions				rules, discussion		
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Ask and answer questions about what a speaker says in order to gather additional info or clarify something in order to gather and information or detail of describe Loan use proper grammar when I speak.	0140	information, or clarify something that is not understood.				4:414		
In order to gather additional info or clarify something understand the person better. Use relevant details to describe people places, timps, the virtue with the correct verb when I speak. St. 1.4 and answer questions about what a speaker says to help me details with the correct verb when I speak. St. 1.5 the common, proper, and possessive, and indefinite pronouns when speaking. Lous personal, possessive, and indefinite pronouns when speaking underseast when speak	SL1.2	Ask and answer questions about what a speaker save	i can ask and answer questions about things I hear and see.			titie • story • ask •	· autnor • retell •	ii • parineii • viueu • texti • detallis
Use relevant details to describe people places, things, and events expressing ideas and feelings clearly St. 1.5 St. 1. Demonstrate command of the conventions of standard sensing. Demonstrate command of the conventions of standard sensing. a. use common, proper, and possessive nouns when speaking. b. use singular and plural nouns with matching verbs in basic sentences when speaking. c. use personal, possessive, and indefinite pronouns with matching verbs in basic sentences when speaking. d. use verbs to corrivey a sense of past, present, and future when speaking durul nouns with matching verbs in future when speaking durul nouns with matching verbs in can use pronouns correctly when I speak. Lean use protonal possessive, and indefinite pronouns when speaking durul nouns with matching verbs in speaking durul nouns with matching verbs in speaking durul nouns with matching verbs in correctly when I speak. Lean use protonal possessive, and indefinite pronouns with matching verbs in speaking durul nouns with matching verbs in basic sentences when speaking durul nouns with matching verbs in basic sentences when speaking durul nouns with matching verbs in correctly when I speak. Lean use verbs that left of all matiking about the past, present, or future, when I speak. Lean use verbs that left of all matiking about the past, present, or future, when I speak. Lean use verbs that left of all matching about the past, present, or future, when I speak. Lean use correctly when I speak. Lean use ordered with a speak or future, when I speak is a lean of the speak or future, when I speak is a lean of the speak or future, when I speak is a lean of the speak or future, when I speak is a lean of the speak or future, when I speak is a lean of the speak or future. Lean was details when I tell about people vitings of thems understand them better.	L	in order to gather additional info or clarify something	I can ask and answer questions about what a speaker says to help me					
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Demonstrate command of the conventions of standard paramar and usage when speaking. a. use common, proper, and possessive nouns when speaking. b. use singular and plural nouns with matching verbs in basic sentences when speaking of users for common proper, and possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. c. use personal, possessive, indefinite pronouns, past, present, future, adjectives, conjuctions, articles, prepositions, exclamatory a-f: common, proper, possessive, nouns, singular, plural nouns, verbs, personal, possessive, indefinite pronouns, past, present, future, adjectives, conjuctions, articles, prepositions, exclamatory a-f: common, proper, possessive, nouns, singular, plural nouns, verbs, personal, possessive, indefinite pronouns, past, present, future, adjectives, conjuctions, articles, prepositions, exclamatory a-f: common, proper, possessive, nouns, singular, plural nouns, verbs, personal, possessive, indefinite pronouns, past, present, future, adjectives, conjuctions, articles, prepositions, exclamatory a-f: common, proper, possessive, nouns, singular, plural nouns, verbs, personal, possessive, indefinite pronouns, settle propositions, articles, prepositions, exclamato	SL 1.4	and events expressing ideas and feelings clearly	others understand them better.			details • characte	r • person • peop	eople • things • place • happen • describe
SL1.7 English grammar and usage when speaking. a use common, proper, and possessive nouns when speaking. b use singular and plural nouns with matching verbs in basic sentences when speaking when speaking adult to use proposed	SL 1.5							
a. use common, proper, and possessive nouns when speaking. b. use singular and plural nouns with matching verbs in basic sentences when speaking c. use personal, possessive, and indefinite pronouns when speaking d. use verbs to correve y asense of past, present, and future when speaking e. use frequently-occuring adj. conjunctions, articles, and prepositions when speaking e. use frequently-occuring adj. conjunctions, articles, and prepositions when speaking e. use frequently-occuring adj. conjunctions, articles, and prepositions when	SI 1 7	Demonstrate command of the conventions of standard	I can use proper grammar when I speak			a-f: common pro	ner possessive	ve nouns singular plural nouns verbs personal posessive indefinite pronouns past present future adjectives conjuctions articles preportitions evolumentory
speaking. I can use nouns correctly in a sentence when I speak. b. use singular and plural nouns with matching verbs in basic sentences when speaking c. use personal, possessive, and indefinite pronouns with the correct verb when I speak. d. use verbs to convey a sense of past, present, and future when speaking e. use frequently-occuring adj. conjunctions, articles, and prepositions when	527					_ i. common, pro	p = , possossive,	garage process of the second o
basic sentences when speaking I can say plural nouns with the correct verb when I speak. c. use personal, possessive, and indefinite pronouns when speaking I can use pronouns correctly when I speak. d. use verbs to convey a sense of past, present, and future when speaking e. use frequently-occuring adj, conjunctions, articles, and prepositions, articles, and prepositions when I speak.		speaking.						
c. use personal, possessive, and indefinite pronouns when speaking d. use vertos to corrivey a sense of past, present, and future when speaking e. use frequently-occurring adj. conjunctions, articles, and prepositions when		 b. use singular and plural nouns with matching verbs in basic sentences when speaking 	I can say plural nouns with the correct verb when I speak					
d. use verbs to convey a sense of past, present, and future when speaking e. use frequently-occurring adj, conjunctions, articles, and prepositions when		c. use personal, possessive, and indefinite pronouns						
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e. use frequently-occuring adj, conjunctions, articles, I can use correct adjectives, conjuctions, articles, and prepositions when		 use verbs to convey a sense of past, present, and future when speaking 	I can use verbs that tell if I am talking about the past, present, or future, when I speak.					
and prepositions when speaking I speak.		e. use frequently-occuring adj, conjunctions, articles,	I can use correct adjectives, conjuctions, articles, and prepostions when					
		and prepositions when speaking	I speak.					

	f. orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	I can make complete sentences when I respond by speaking.	
	Reading Foundational		
	Demonstrate understanding of the organization and		
	basic features of print. a. Demonstrate boo orientation nowledge. b. Have an understanding of important		
	reading terminology (e.g.word(s), letter(s), begging of	I can show that I know how books can be read. a) I can find and point to	
RF.1.1	sentence, top of the page, bottom of the page).	the first word, beginning capital letter and ending mark in a sentence.	organization • word • sentence • names • beginning • ending • punctuation • capitalization • question mark • period • exclamation mark
		3 · · · · · · · · · · · · · · · · · · ·	
	Demonstrate understanding of spoen words, syllables,		
	and phonemes. A. Distinguish long from short vowel		
	sounds in spoen single-syllable words, c. Isolate and	I can show that I know how words and their parts go together. a)I can	
	produce initial, medial vowel, and final phonemes, in	tell the difference between short and long vowel sounds when I hear a	
	single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual	word. b) I can put sounds together to speak words. c) I can find and tell teh beginning middle and ending sounds in short words d) I can break	
RF 1 2	2 phonemes.	down short words and say each sound by itself.	- distinguish • vowel • consonant • sound • segment • blend • syllable • initial (beginning) • medial (middle) • final (end)
141.1.2	Know and apply grade-level phonics and word analysis		doingdon forth controlled board organization and controlled interference in the controlled interference in the controlled in the controlle
	skills in decoding words. a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. now final-e and common vowel team patterns for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine	I can show what I have learned about letters and sounds by reading	
RF 13	the number of syllables in a printed. e. Use vowel patterns to decode two-syllable words by breaking the words into syllables. f. read words with inflectional endings (e.g., maes, walked, ended, played, going). g. 8 Recognize and red grade-appropriate words.	words. a) I can hear and spell letters that ar blended together to make words. b) I can read short words. c) I can read words with long vowel sounds (silent e or vowel teams) e) I can read words with two syllables. f) I can read words that have different endings on them. g) I can read first grade words that aren't spelled the way they sound.	• decode • syllable • sounds • silent e • vowel • consonant • pattern • endings • diagraph
131 . 1.5	Read with sufficient accuracy and fluency to support	mot grade words that aren't spelled the way they sound.	Second Symbol Sound Short Votastatt Patient Surgicial States
	comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self- correct word recognition and understanding rereading	I can read and understand books at my level well. a) I can read and understand first grade books. b) I can read aloud like a teacher. c) I can stop when I am reading and fix words that I mess up or that I am not	
RF.1.4	as necessary.	sure of.	• fluency • accuracy • expression • recognition • comprehension • reread • punctuation • period • comma
	Reading: Literature		
RL1.1	Ask and answer questions about key details in a text.	I can ask and answer questions about important details in stories.	 details, questions, ask, answer, text, information, answer
	Retell stories, including key details, and demonstrate	I can retell a story I know by using important details and show that I	
RL1.2	understanding of their central message or lesson.	know what the author is trying to teach me.	• retell • details • main event • story • problem • resolution/ending • lesson or moral • sequence (Beginning, middle, end) • solve
	Describe characters, settings, and major events in a		
RL1.3	story, using key details.	I can tell the characters, setting and what happens in stories.	describe • characters • setting • plot • events • sequence • problem • resolution • lesson or moral
11.3		orandotoro, coming and writer happens in stories.	Coming pior Graino desponde productin reconductin model of model
	Explain major differences between books that tell		
	stories and books that give information, drawing on a wide reading of a range of text types.		
B. 4 -	wide reading of a range of text types.		
RL1.5		I can tell the difference between fiction and nonfiction	explain • difference • story • poem • information • text • narrative • expository • characters • fiction • non-fiction
DI 1 6	Identify who is telling the story at various points in a	I can figure out who is telling a story at different parts in the story	narrator • character • dialogue • author • author • ocice • quotations
134 1.0	Use illustrations and details in a story to describe its	I can use the pictures and details in a story to tell about its characters,	Tarriator orangos autino a toto a quotatoria
RI 1.7	characters, setting, or events.	setting, or events.	characters • settings • events • story • illustrations • describe • details
1421.7	onarasters, setting, or events.	octang, or cronto.	Chalded Stand Change Change Change Change Change
RL1.1		I can understrad the meaning of words I do not know by reading carefully, using context clues, using affixes, and root words.	content, strategies. context, affines, root words (e.g., look) and their infectional forms (e.g., looks, looked, looking).
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attitubutes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or		nuances, categories, key attributes, real-
RL1.1	choosing them or by acting out the meanings.	With halp I can part words by magni	life connections
KL1.1	4	With help I can sort words by meaning.	
	D U 16 U		
	Reading: Information		
RI1.1	Ask and answer questions about key details in a text.	I can ask and answer questions about important details in nonfiction books.	• question • answer • identify • ask • detail • text • events • learn
RI1.2	Identify the main topic and retell key details of a text.	I can tell the main topic and important details in nonfiction books.	
	Ask and answer questions to help determine or clarify		
RI 1.4	the meaning of words and phrases in a text.	I can ask and answer questions to help me understand new words	• clarify • determine • ask • answer • unknown • words • text • clue • context • re-read • decode
	Know and use various text features (headings, table of		
RI1.5		I can understand and use all the helpful parts of nonfiction books to help me find important facts and details.	identify • different • parts • explain • meaning • table of contents • glossary • headings
	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	I can find some information from pictures and some information from the	
RI1.6		words in nonfiction books.	author • illustration • illustrator • distinguish

RI1.9		I can find things that are the same and different in two nonfiction books that teach about the same topic.	• illustration • similarities • difference	ces • text			
RI1.1	occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	I can find ways to understand words with more than one meaning, a) I can use the context clues in the sentence. b) I can use the affixes to understand a word or phrase. c)I can use root words to understand the meaning of words.	meaning, multiple meaning words, phrases, strategles, context, affixes, root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				
RI1.1	among verbs differing in manner by defining or choosing them or by acting out the meanings.	I can sort the emotions of characters in a story, a) I can sort words into categories. b) I can define words by category, c) can make real-life connections between words and their uses. d) I can tell the difference between word meanings by acting them out.	word relationships, nuances, Sort, categories, represent, key attributes, real-tife connections, verbs				
RI1.1	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.	I can read and understand text with information in it.	comprehend, informational, text				
	Foundational Skills						
FS1.	Know and apply grade-level phonics and word analysis	I can decode words using the skills I have learned.					
	Know the spelling-sound correspondences for common consonant digraphs.	I can spell words with digraphs I have learned in first grade.					
		I can read and spell words with "what's your name e" to make the vowel					
	c. Know final -e and common vowel team conventions	say it's name.					
	for representing long vowel sounds.	I can read and spell words with vowel teams.					
		I can determine syllables in words by listening to the vowel sounds in a word.					
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	I can read words with two syllables by breaking them apart.					
	f. Read words with inflectional endings.	I can read words with endings such as -ed and -ing.					
	g. Recognize and read grade-appropriate irregularly spelled words.	I can recognize and read words that are not spelled how they sound.					
		·					
	Fluency						
RF1.	Read with sufficient accuracy and fluency to support comprehension.	I can read the words correctly and at a speed that makes it easy for me to understand what I am reading	accuracy, fluency, comprehension				
	Read grade-level text with purpose and understanding.	I can read a book to find information and understand what it says.	text, purpose, understanding.				
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	·	orally, accuracy, appropriate rate, and expression				
	•	I can read with expression.					
	 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	I can tell if I need to reread something to understand it.	context, self- correct word				
		r can rem in rineed to reread something to understand it.					