**Oral Expression and Listening**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CSSS1.F1.a | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | **M** |  |  |  |
| CSSs1.F1.c | Produce complete sentences when appropriate to task and situation. | **M** |  |  |  |
| CSSS1.F1.d | Give and follow simple two-step directions. | **M** |  |  |  |
| CSSS1.F2.a | Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. | **P-M** |  |  |  |
| CSSS1.F2.ai | 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 | **M** |  |  |  |
| CSSS1.F2.aii | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges | **M** |  |  |  |
| CSSS1.F2.aiii | Ask questions to clear up any confusion about the topics and texts under discussion | **M** |  |  |  |
| CSSS1.F2.b CSSS1.F2.c | Ask and answer questions about key details in a text read aloud or information presented orally or through other media |  |  |  |  |
| CSSS1.F3.a | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | **P-M** |  |  |  |
| CSSS1.F3.ai | Distinguish long from short vowel sounds in spoken single-syllable words | **P-M** |  |  |  |
| CSSS1.F3.aii | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends | **P-M** |  |  |  |
| CSSS1.F3.aiii | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words | **P-M** |  |  |  |
| CSSS1.F3.aiv | Segment spoken single-syllable words into their complete sequence of individual sounds | **P-M** |  |  |  |

**Comprehension and Fluency**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CSSR2.F1.a CSSR2.F1.ai CSSR2.F1.aii CSSR2.F1.aiii | Use key ideas and details to retell stories, describe characters, settings, and major events in a story, and demonstrate understanding of their central message or lesson. | **P-M** |  |  |  |
| CSSR2.F1.aiv | Make predictions about what will happen in the text and explain whetherthey were confirmed or not and why | **P-M** |  |  |  |
| CSSR2.F1.bi | Identify words and phrases in stories or poems that suggest feelings orappeal to the senses | **P** |  |  |  |
| CSSR2.F1.bii | 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-M** |  |  |  |
| CSSR2.F1.biii | Identify who is telling the story at various points in a text. | **M** |  |  |  |
| CSSR2.F1.biv | Follow and replicate patterns in predictable poems | **NA** |  |  |  |
| CSSR2.F1.ci | Use illustrations and details in a story to describe its characters, setting, or events. | **P-M** |  |  |  |
| CSSR2.F1.cii | Compare and contrast the adventures and experiences of characters in stories | **P-M** |  |  |  |
| CSSR2.F1.di | With prompting and support, read prose and poetry of appropriate complexity for grade 1 | **NA** |  |  |  |
| CSSR2.F1.ei CSSR2.F1.eii | Read grade-level text orally with accuracy, appropriate rate, and expression, purpose and understanding | **P** |  |  |  |
| CSSR2.F2.aiii CSSR2.F2.aiv | Activate schema and background knowledge to construct meaning and describe the connection between two individuals, events, ideas, or pieces of information in a text. | **NA** |  |  |  |
| CSSR2.F2.bi | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text | **P** |  |  |  |
| CSSR2.F2.bii | 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-M** |  |  |  |
| CSSR2.F2.biii | Distinguish between information provided by pictures and illustrations, or words, in a text. | **P-M** |  |  |  |
| CSSR2.F2.ci | Use the illustrations and details in a text to describe its key ideas | **P-M** |  |  |  |
| CSSR2.F2.cii | Identify the reasons an author gives to support points in a text | **NA** |  |  |  |
| CSSR2.F2.ciii | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **NA** |  |  |  |
| CSSR2.F2.di | With prompting and support, read informational texts appropriately complex for grade 1 | **P** |  |  |  |
| CSSR2.F2.eiii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary | **P-I** |  |  |  |
| CSSR2.F2.cii | Identify the reasons an author gives to support points in a text | **NA** |  |  |  |
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**Decoding Words**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |  |  |  |
| CSSR2.F3.ai | Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound | **P-M** |  |  |  |
| CSSR2.F3.aii CSSR2.F3.av | Decode regularly spelled one and two syllable words by following basic patterns of breaking the words into syllables. | **P** |  |  |  |
| CSSR2.F3.aiii | Know final -e and common vowel team conventions for representing long vowel sounds. | **NA** |  |  |  |
| CSSR2.F3.aiv | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word | **P** |  |  |  |
| CSSR2.F3.avi | Read words with inflectional endings | **P** |  |  |  |
| CSSR2.F3.avii | Recognize and read grade-appropriate irregularly spelled words | **P** |  |  |  |
| CSSR2.F3.aviii | Use onsets and rimes to create new words (ip to make dip, lip, slip, ship) | **M** |  |  |  |
| CSSR2.F3.aix | Accurately decode unknown words that follow a predictable letter/sound relationship | **P-M** |  |  |  |
| CSSR2.F4.a | 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 | **NA** |  |  |  |
| CSSR2.F4.ai CSSR2.F4.aii | Use sentence-level context and frequently occurring affixes as clues to the meaning of a word or phrase. | **NA** |  |  |  |
| CSSR2.F4.aiii | Identify frequently occurring root words (e.g., *look*) and their inflectionalforms(e.g., *looks, looked, looking*). | **P-M** |  |  |  |
| CSSR2.F4.b | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. | **P** |  |  |  |
| CSSR2.F4.bi CSSR2.F4.bii | Sort words and define words into categories (e.g., colors, clothing) by one or more key attributes to gain a sense of the concepts the categories represent | **M** |  |  |  |
| CSSR2.F4.biii | Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). | **M** |  |  |  |
| CSSR2.F4.biv | 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 theMeanings | **NA** |  |  |  |
| CSSR2.F4.c | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationship | **P-M** |  |  |  |
| CSSR2.F4.d | Demonstrate understanding of the organization and basic features of print | **M** |  |  |  |
| CSSR2.F4.di | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) | **M** |  |  |  |
| CSSR2.F4.dii | Create new words by combining base words with affixes to connect known words to new words | **NA** |  |  |  |
| CSSR2.F4.diii | Identify and understand compound words | **P-M** |  |  |  |

**Writing and Composition**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CSSW3.F1.a | 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-M** |  |  |  |
| CSSW3.F1.b | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure | **P-M** |  |  |  |
| CSSW3.F1.c | 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-M** |  |  |  |
| CSSW3.F1.d | 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-M** |  |  |  |
| CSSW3.F1.e | Use pictures or graphic organizers to plan writing | **P-M** |  |  |  |
| CSSW3.F1.f | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **NA** |  |  |  |
| CSSW3.F2.a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | **P-M** |  |  |  |
| CSSW3.F2.ai | Print all upper- and lowercase letters | **M** |  |  |  |
| CSSW3.F2.aii | Use common, proper, and possessive nouns | **P** |  |  |  |
| CSSW3.F2.aiii | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) | **P** |  |  |  |
| CSSW3.F2.aiv | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | **M** |  |  |  |
| CSSW3.F2.av | 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-M** |  |  |  |
| CSSW3.F2.avi CSSWR3.F2.vi | Use frequently occurring adjectives and conjunctions. | **P-M** |  |  |  |
| CSSW3.F2.aix | Use determiners (e.g., articles: the, an, a and demonstratives: this, that, those). | **P-M** |  |  |  |
| CSSW3.F2.ax | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | **M** |  |  |  |
| CSSW3.F2.bi CSSW3.F2.bii | Write complete simple sentences using correct end punctuation and capitalization. | **P-M** |  |  |  |
| CSSW3.F2.biii | Use commas in dates and to separate single words in a series. | **P-M** |  |  |  |
| CSSW3.F2.biv | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | **P** |  |  |  |
| CSSW3.F2.bv | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **P** |  |  |  |
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**Research and Reasoning**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CSSRR4.F1.a | Write or dictate questions for inquiry that arise during instruction | **P** |  |  |  |
| CSSRR4.F1.b | With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry | **P** |  |  |  |
| CSSRR4.F2.a | 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** |  |  |  |
| CSSRR4.F2.ai | Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?) | **P-I** |  |  |  |
| CSSRR4.F2.b | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question | **P** |  |  |  |
| CSSRR4.F2.bi | Evaluate information for clarity and accuracy | **P-I** |  |  |  |