

Kindergarten Standards	Foundations Lessons
<b>1. Oral Expression and Listening - 1. Oral communication skills are built within a language-rich environment.</b>	
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	75, 78, 112, Miles & Jax A-H
b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)	48, 53, 58, 70, 73, Miles & Jax B, F, 117, 121, 124, 136, 142, 145, 146, 148
c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	As observed by the teacher
d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	41, 43-45, 47, 53-54, 56, 58-59, 61-67, 70-71, 77
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	50, 52, 55-56, 59, 66, 68, 72
f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)	50, 53-54, 56-65, 69-73, 75-77
g. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	6, 7, 44, 68
h. Express words and word meanings as encountered in books and conversation	21-120
i. Use new vocabulary that is directly taught through reading, speaking, and listening	21-120 Spelling Analysis
j. Relate new vocabulary to prior knowledge	48, 50, 63, 70, 75, 78, 81, 87, 92, 96, 102, 107, 110, 112, 118
<b>2. Communication relies on effective verbal and nonverbal skills</b>	
a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)	
i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)	
ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)	As observed by the teacher
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. (CCSS: SL.K.2)	58, 94, As observed by the teacher
c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)	As observed by the teacher
d. Listen with comprehension to follow two-step directions.	4, 7, 11, 12, 18, 21, 23, 35, 44, 45, 47, 56, 64, 65, 69, 71, 86, 91, 94, 99, 115, Miles & Jax A, H, F
e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)	45-46, 50, 55, 60-61, 65, 70-71, 75-76, 78-80
<b>3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness</b>	
<i>Note: These standards are covered in the Foundations Lessons under the Phonemic Awareness header.</i>	
a. Identify and create rhyming words	33, 91, 99
b. Identify and create alliterations	6, 8, 9, 16, 19, 22, 25, 26, 27, 30-35
c. Identify words orally according to shared beginning or ending sounds	7-9, 15, 17-26
d. Blend sounds orally to make one-syllable words	3-10, 16-19
e. Segment one-syllable words into sounds	9-13, 16
f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)	33, 91, 99
g. Identify the initial, medial, and final phoneme (speech sound) of spoken words	7-13, 15, 17-34
<b>2. Reading for all Purpose - 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading</b>	

<p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> <li>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)</li> <li>ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)</li> <li>iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)</li> </ul>	<p>45, 50, 55, 60, 65, 70, 75, 80</p>
<p>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> <li>i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)</li> <li>ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)</li> <li>iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</li> </ul>	<p><b>i, iii.</b> 45, 50, 55, 60, 65, 70, 75, 80 <b>ii.</b> 48, 53, 63, 73, 80</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> <li>i. 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). (CCSS: RL.K.7)</li> <li>ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)</li> </ul>	<p><b>i.</b> 60, 75 <b>ii.</b> 55</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <ul style="list-style-type: none"> <li>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)</li> </ul>	<p>45, 50, 55, 60, 65, 70, 75, 80</p>
<p><b>2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading.</b></p>	
<p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> <li>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)</li> <li>ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)</li> <li>iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)</li> </ul>	<p><b>i, ii.</b> 82, 87, 92, 97, 102, 107, 112, 117 <b>iii.</b> 122, 129, 137, 145</p>
<p>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> <li>i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)</li> <li>ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)</li> <li>iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</li> </ul>	<p><b>i, ii, iii.</b> 82, 87, 92, 97, 102, 107, 112, 117</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> <li>i. 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). (CCSS: RI.K.7)</li> <li>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</li> <li>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</li> </ul>	<p><b>i.</b> 82, 87, 92, 97, 102, 107, 112, 117, 118 <b>ii.</b> 122, 133, 137, 145 <b>iii.</b> 121 -122, 133-135</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <ul style="list-style-type: none"> <li>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</li> </ul>	<p>82, 87, 92, 97, 102, 107, 112, 117</p>
<p><b>3. Decoding words in print requires alphabet recognition and knowledge of letter sounds.</b></p>	
<p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)</p> <ul style="list-style-type: none"> <li>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</li> <li>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)</li> <li>iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)</li> <li>iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)</li> </ul>	<p><b>i, ii.</b> 21-80 <b>iii.</b> 27-80 <b>iv.</b> 5-68</p>
<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)</p> <ul style="list-style-type: none"> <li>i. Recognize and produce rhyming words. (CCSS: RF.K.2a)</li> <li>ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)</li> <li>iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)</li> <li>iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)</li> <li>v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)</li> <li>vi. Identify phonemes for letters.</li> </ul>	<p><b>i.</b> 64-65, 70, 76, 78-79 <b>ii.</b> 42-44, 51-52, 75 <b>iii.</b> 3-10 <b>iv.</b> 7-9, 11-12, 15, 17-29, 31-32 <b>v.</b> 33-34, 46-47, 60, 80 <b>vi.</b> 5-80</p>

c.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4) i. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a) ii. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)	i. 1, 23 ii. 53, 86-90, 91-94, 98, 101-103, 108, 111-113, 116
d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3) i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a) ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) iii. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c) iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)	i. 6-40 ii. 5-40 iii. 42-80 iv. 77
e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)	25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80
<b>3. Writing and Composition - 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas.</b>	
<i>Note: These standards are covered in the Foundations Lessons under the Comprehension &amp; Fluency or Handwriting headers.</i>	
a. 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...). (CCSS: W.K.1)	95
b. 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. (CCSS: W.K.2)	49, 85, 90, 95, 100, 105, 110, 114, 115, 119, 120
c. 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. (CCSS: W.K.3)	49, 64, 69, 72, 78, 89, 115
d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	85, 90, 95, 100, 105, 110, 114, 115, 119, 120
e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	115
<b>2. Appropriate mechanics and conventions are used to create simple texts.</b>	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1) i. Print many upper- and lowercase letters. (CCSS: L.K.1a) ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b) iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c) iv. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d) v. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e) vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f) vii. Use proper spacing between words viii. Write left to right and top to bottom ix. Use appropriate pencil grip	i. 5-68 ii. 1-80 iii. 53, 57, 75 iv. 52, 58, 74, 77 v. 24, 47, 49, 54, 59, 62, 64, 69, 71, 72, 73, 78 vi. 1-80 vii. 21-23, 27 viii. 1-80 ix. As observed by the teacher
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2) i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a) ii. Recognize and name end punctuation. (CCSS: L.K.2b) iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	i. 44, 75 ii. 44 iii. 5-80 iv. 21-80
<b>4. Research and Reasoning - 1. A variety of locations must be explored to find information that answers questions of interest.</b>	
a. Dictate questions that arise during instruction	As observed by the teacher
b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry	84, 89, 94, 99, 104, 112, 113, 114, Miles & Jax H
<b>2. Identify purpose, information and question an issue</b>	

<p>a.Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)</p>	
<p>i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?) ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve iii. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)</p>	<p>84, 89, 94, 99, 104, 112, 113, 114, Miles &amp; Jax H</p>
<p>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)</p>	<p>45, 47, 50, 52, 53, 60, 62, 63, 67, 70, 80</p>
<p><b>3. Quality of thinking depends on the quality of questions.</b></p>	
<p>a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking</p>	<p>As observed by the teacher</p>
<p>b. State, elaborate, and exemplify the concept of fair-mindedness</p>	<p>As observed by the teacher</p>

<p style="text-align: center;"><b>1st Grade Standards</b></p>	<p style="text-align: center;"><b>Foundations Lessons</b></p>
<p><b>1. Oral Expression and Listening - 1. Multiple strategies develop and expand oral vocabulary.</b></p>	
<p>a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)</p>	<p>75, 78, 112, Miles &amp; Jax A-H, 149, 150, 154, 155, 159</p>
<p>b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)</p>	<p>48, 53, 58, 70, 73, Miles &amp; Jax B, F, 117, 121, 124, 136, 142, 145, 146, 148</p>
<p>c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)</p>	<p>48-160</p>
<p>d. Give and follow simple two-step directions.</p>	<p>64, 71, 86, 91, 94, 99, 115, Miles &amp; Jax A, H, F</p>
<p><b>2. Verbal and nonverbal language is used to express and receive information.</b></p>	
<p>a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)</p> <p>i. 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). (CCSS: SL.1.1a)</p> <p>ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)</p> <p>iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)</p>	<p><b>i, iii.</b> As observed by the teacher</p> <p><b>ii.</b> 148, 150, 154, 155, 158, 159, As observed by the teacher</p>
<p>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)</p>	<p>58, 94, As observed by the teacher</p>
<p>c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)</p>	<p>As observed by the teacher</p>

<p><b>3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech.</b></p>	
<p>a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p> <p>i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)</p> <p>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)</p> <p>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)</p> <p>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)</p>	<p><b>i.</b> 36-39, 41, 50, 54, 56-59, 61-62, 68-69, 89, 95, 96; 81-160 in Spelling Analysis</p> <p><b>ii.</b> 3-160 in Spelling Analysis</p> <p><b>iii.</b> 7-9, 11-12, 15, 17-29, 31-32; 81-160 in Spelling Analysis</p> <p><b>iv.</b> 10-160 in Spelling Analysis</p>
<p><b>2. Reading for all Purposes - 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers.</b></p>	
<p><i>Note: These standards are generally covered in Foundations Lessons under the Comprehension and Fluency Headers.</i></p>	
<p>a. Use Key Ideas and Details to:</p> <p>i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)</p> <p>ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)</p> <p>iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)</p> <p>iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why</p>	<p><b>i, ii, iii.</b> Miles and Jax A-H, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160</p> <p><b>iv.</b> 45, 47, 50, 52, 57, 60, 67, 72, 75, 77, 78, 80, Miles &amp; Jax A-H, 133, 137, 143, 147</p>
<p>b. Use Craft and Structure to:</p> <p>i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)</p> <p>ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)</p> <p>iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)</p> <p>iv. Follow and replicate patterns in predictable poems.</p>	<p><b>i.</b> Miles and Jax A-H, 149-150, 152-153</p> <p><b>ii.</b> 122, 125</p> <p><b>iii.</b> 135, 146</p> <p><b>iv.</b> 1, 2, 3, 4, 5 (Dr. Seuss optional activities)</p>

<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)</p> <p>ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)</p>	<p><b>i.</b> Miles and Jax A-H, 121, 123, 125-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160</p> <p><b>ii.</b> Miles and Jax A-H, 114, 138-140, 144</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)</p>	<p>121, 123, 125, 126-129, 131-132, 134-136, 138-144, 146-150, 152-155, 157-160</p>
<p>e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p> <p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>81-160</p> <p><b>i.</b> Miles and Jax lessons, 81-160</p> <p><b>ii.</b> 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, Miles and Jax G, 121-160</p> <p><b>iii.</b> 80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 112, 117, 121-160</p>
<p><b>2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers.</b></p>	
<p>a. Use Key Ideas and Details to:</p> <p>i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)</p> <p>ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)</p> <p>iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)</p> <p>iv. Activate schema and background knowledge to construct meaning</p>	<p><b>i, ii.</b> 82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156</p> <p><b>iii.</b> 122, 129, 137, 145</p> <p><b>iv.</b> 81, 87, 92, 96, 102, 107, 110, 112, 118, 121, 130, 133, 137</p>

<p>b. Use Craft and Structure to:</p> <p>i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)</p> <p>ii. 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. (CCSS: RI.1.5)</p> <p>iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)</p>	<p><b>i, ii, iii.</b> 82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)</p> <p>ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)</p> <p>iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)</p>	<p><b>i.</b> 82, 87, 92, 97, 102, 107, 112, 117, 118, 122, 125, 130, 133, 137, 145, 151, 156</p> <p><b>ii.</b> 122, 133, 137, 145</p> <p><b>iii.</b> 121 -122, 133-135</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)</p>	<p>82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156</p>
<p>e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p> <p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>81-160</p> <p><b>i.</b> Miles and Jax lessons, 81-160</p> <p><b>ii.</b> 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, Miles and Jax G, 121-160</p> <p><b>iii.</b> 80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109, 112, 117, 121-160</p>

<p><b>3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations.</b></p>	
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)</p> <p>i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)</p> <p>ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)</p> <p>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)</p> <p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)</p> <p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)</p> <p>vi. Read words with inflectional endings. (CCSS: RF.1.3f)</p> <p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)</p> <p>viii. Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)</p> <p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship</p>	<p><b>i, ii, iii.</b> 21-160</p> <p><b>iv.</b> 105, 106, 122; 81-160 in Spelling Analysis</p> <p><b>v.</b> 81-160 in Spelling Analysis</p> <p><b>vi.</b> 86-89, 92-94, 101-102, 111-113, 125, 132, 157</p> <p><b>vii.</b> 81, 86, 98, 100, 102, 108, 110, 111, 117, 122, 126-130, 145, 151</p> <p><b>viii.</b> 33, 91, 99</p> <p><b>ix.</b> 70, 78, 91, 99, 151</p>
<p><b>4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read.</b></p>	
<p>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. (CCSS: L.1.4)</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p> <p>iii. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)</p>	<p>83, 113, 117, Miles and Jax H, 121-160</p> <p><b>i.</b> 133, 145, 151, 156</p> <p><b>ii.</b> 86-89, 92-94, 101-103, 108, 111-113, 116-117, 125, 132, 136, 157</p> <p><b>iii.</b> 121-160</p>
<p>b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p> <p>i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p> <p>ii. 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). (CCSS: L.1.5b)</p> <p>iii. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)</p> <p>iv. 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. (CCSS: L.1.5d)</p>	<p><b>i.</b> 81, 126-128</p> <p><b>ii.</b> 81, 116, Miles and Jax H, 145, 156</p> <p><b>iii.</b> 81, Miles and Jax A, 124</p> <p><b>iv.</b> 114, 115, 119, 138, 139, 150</p>

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 relationships (e.g., because). (CCSS: L.1.6)	81-160
d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a) ii. Create new words by combining base words with affixes to connect known words to new words iii. Identify and understand compound words	i. 44, 110 ii. 123, 128, 129, 130, 132, 134, 142, 156, 157 iii. 1, 2, 81-85
<b>3. Writing and Composition - 1. Exploring the writing process develops ideas for writing texts that carry meaning.</b>	
<i>Note: These standards are generally covered in Foundations Lessons under the Writing or Composition Headers.</i>	
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. (CCSS: W.1.1)	Miles & Jax D, 160
b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)	Miles & Jax G, H, 71, 120, 156
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. (CCSS: W.1.3)	48, 58, 63, 68, 78, Miles & Jax D, 154
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. (CCSS: W.1.5)	As observed by teacher
e. Use pictures or graphic organizers to plan writing	Miles & Jax A, B, 86, 91, 92, 95, 104, 105, 114, 138-140, 145
f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)	Miles & Jax H, 160
<b>2. Appropriate spelling, conventions, and grammar are applied when writing.</b>	

<p>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)</p> <p>i. Print all upper- and lowercase letters. (CCSS: L.1.1a)</p> <p>ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)</p> <p>iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)</p> <p>iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)</p> <p>v. 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). (CCSS: L.1.1e)</p> <p>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</p> <p>vii. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)</p> <p>viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)</p> <p>ix. Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)</p> <p>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</p>	<p>i. 5-80</p> <p>ii. 126-135</p> <p>iii. 151-155</p> <p>iv. 42-45, 151-155</p> <p>v. 111-113, 138, As observed by the teacher</p> <p>vi. 111, 114, 119, 156-160, As observed by teacher</p> <p>vii. 81-160, As observed by teacher</p> <p>viii. 45, 126, As observed by teacher</p> <p>ix. 146, As observed by teacher</p> <p>x. 48, 70, 71, 73, 95, 105, 111, 120</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p> <p>i. Write complete simple sentences.</p> <p>ii. Capitalize dates and names of people. (CCSS: L.1.2a)</p> <p>iii. Use end punctuation for sentences. (CCSS: L.1.2b)</p> <p>iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)</p> <p>v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</p> <p>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</p>	<p>i. 48, 70, 71, 73, 95, 111, 120-160</p> <p>ii. 131-160 (not dates)</p> <p>iii. 121-125, 130, 135, 140, 145, 150, 155, 160</p> <p>iv. 104-105, 154 (not dates)</p> <p>v. 81-160</p> <p>vi. 81-160</p>
<p><b>4. Research and Reasoning - 1. A variety of resources leads to locating information and answering questions of interest.</b></p>	
<p><i>Note: These standards are generally covered in Foundations Lessons under the Reading or Comprehension and Writing Headers.</i></p>	
<p>a. Write or dictate questions for inquiry that arise during instruction</p>	<p>139, As observed by teacher</p>

<p>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>	<p>84, 89, 94, 99, 104, 112, 113, 114, Miles &amp; Jax H, 145,</p>
<p>c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information</p>	<p>82, 83, 87, 92, 93, 97, 102, 103, 107, 108, 110, 112, 117, 118, Miles &amp; Jax A-H, 122, 125, 126, 130, 133, 138</p>
<p><b>2. Purpose, information, and questions about an issue are essential steps in early research.</b></p>	
<p>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). (CCSS: W.1.7) i. 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>	<p>Miles &amp; Jax H</p>
<p>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8) i. Evaluate information for clarity and accuracy</p>	<p>Miles &amp; Jax H, 139</p>