

First Grade Florida Standards English Language Arts

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Course # 5010042

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This is a complete revision of the First Grade Language Arts Curriculum based on the English Language Arts Florida Standards. Guidance on implementation is provided in the Year-At-A-Glance document.

First Grade Florida Standards for English Language Arts

BODY OF KNOWLEDGE: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RL.1.1	Ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Answers relate to questions. • Questions asked relate to text. • Key details are the most important parts of the text. <hr/> The student is able to: <ul style="list-style-type: none"> • Identify key details in a text. • Use key details to compose questions about the text. • Use key details to answer questions about the text. 	<ul style="list-style-type: none"> • I can ask and answer questions about what I have read. • I can ask and answer questions about what has been read to me. • I can find key details in a text.
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Key details and the central message help retell a story. • Story elements are character, setting, problems, and solutions. • Key details of a story must be in order when retelling a story. • Authors have a purpose for writing a story. • Sequence of events is important when retelling the story. <hr/> The student is able to: <ul style="list-style-type: none"> • Retell a familiar story with proper sequence of events. • Identify key details in a text. • Restate the central message or lesson of a text. • Construct meaning based on key ideas. 	<ul style="list-style-type: none"> • I can retell a story in my own words. • I can tell who is in the story. • I can tell where and when the story takes place. • I can tell what the problem of the story is and how it was solved. • I can tell what the author's central message is.
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Characters are the people or animals in the story. • Setting is where and when the story takes place. • A story is made up of major and minor events. • A story has key details that make up the events of the story. <hr/> The student is able to: <ul style="list-style-type: none"> • Identify and describe the characters. • Identify and describe the setting. • Identify and describe the major events by using the key details. 	<ul style="list-style-type: none"> • I can tell the setting of a story. • I can tell the characters in a story. • I can tell the major events in a story. • I can tell the key details in a story.

Cluster 2: Craft and Structure

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LACC.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Authors write with feeling and emotion. • Phrases are small groups of words. • Words and phrases in the story help convey feelings or appeal to the senses. • Poems and stories will relate to the student’s own feelings and emotions. <hr/> The student is able to: <ul style="list-style-type: none"> • Identify words and phrases that show feelings and appeal to the senses. • Give examples of how the author used words to show feelings or appeal to the senses. 	<ul style="list-style-type: none"> • I can find words or phrases that show feelings in a story or poem. • I can give examples of how the author uses words to show feelings in a story.
LAFS.1.RL.2.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • There are a variety of purposes for reading. • There are a variety of text types. • Types of texts are distinguished by their major differences. <hr/> The student is able to: <ul style="list-style-type: none"> • Compare the differences between stories and informational texts. • Draw information from a wide variety of texts. • Classify a difference as major or minor. 	<ul style="list-style-type: none"> • I can identify books that tell stories. • I can identify book that give information. • I can explain the difference between books that tell stories and books that give information..
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text. <i>Cognitive Complexity</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • A variety of characters and/or the narrator can tell a story. • The character that is telling the story can change throughout the story. <hr/> The student is able to: <ul style="list-style-type: none"> • Identify who is telling the story. • Differentiate when the person who is telling the story changes throughout the text. 	<ul style="list-style-type: none"> • I can name who is telling the story when I am reading.
Cluster 3: Integration of Knowledge and Ideas			
LAFS.1.RL.3.7	Use illustrations and details in a story to describe its characters, setting, or events. <i>Cognitive Complexity:</i> Level 2: Basic	<ul style="list-style-type: none"> • Illustrations help to describe the characters, setting, and events of a story. • Details help to describe the characters, setting, and events of a story. <hr/> The student is able to:	<ul style="list-style-type: none"> • I can use illustrations and details to tell about the characters in a story. • I can use illustrations and details to tell about the setting in a story.

	Application of Skills & Concepts	<ul style="list-style-type: none"> • “Read” a story by looking at the illustrations. • Name two or more details about the character(s)/setting/event(s). • Describe the characters, setting, and events using details from the story and/or illustrations. • Record details of character, setting, and events. 	<ul style="list-style-type: none"> • I can use illustrations and details to tell about what happens in a story.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RL.3.9	<p>Compare and contrast the adventures and experiences of characters in stories.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Characters in stories may have similar experiences. • Characters in stories may have different experiences <p>The student is able to:</p> <ul style="list-style-type: none"> • Identify adventures and experiences of characters in stories. • Compare the adventures/experiences of two or more characters in a story. • Compare the experiences of characters in two different stories. • Contrast the experiences of characters in a story. • Contrast the experiences of characters in two different stories. 	<ul style="list-style-type: none"> • I can compare what happens to characters in stories and tell how they are the same. • I can contrast what happens to characters in stories and tell how they are different.
Cluster 4: Range of Reading and Level Text Complexity			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RL.4.10	<p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Poetry may or may not tell a story. • Poetry is different from informational text and stories. • Poetry may or may not rhyme. <p>The student is able to:</p> <ul style="list-style-type: none"> • Read prose or poetry of appropriate complexity for grade 1. 	<ul style="list-style-type: none"> • With help, I can read a poem or a story.

BODY OF KNOWLEDGE: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)**Cluster 1: Print Concepts**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> All sentences must end with an ending mark. All sentences start with a capital letter. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify a capital letter at the beginning of a sentence. Identify correct ending marks at the end of a sentence. Locate the first word at the beginning of a sentence. 	<ul style="list-style-type: none"> I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.

Cluster 2: Phonological Awareness

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. 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). <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> Words are produced by blending sounds (phonemes). Words can be separated into sounds. Vowels make more than one sound. Words have a beginning and a middle and an ending sound. Words can be separated into individual sounds. <p>The student is able to:</p> <ul style="list-style-type: none"> Hear and speak words, syllables, and sounds. Distinguish vowels and consonants Isolate and produce blends Segment spoken words and syllables Segment spoken words into individual sounds Orally produce words by blending sounds Distinguish long and short vowel sounds 	<ul style="list-style-type: none"> I can understand spoken words, syllables, and sounds. I can hear and say long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.

Cluster 3: Phonics and Word Recognition

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must	<ul style="list-style-type: none"> Each syllable in a word will have a vowel sound. Inflectional endings make the meaning of the word different. Final -e makes a vowel long. Vowel teams make long vowel sounds. Words can be irregularly spelled. 	<ul style="list-style-type: none"> I can read word wall words/sight words. I can read words with one or two syllables. I can read words with -es, -ed, -s, and -ing. I can read words with different vowel teams. I can read words with digraphs. I can tell how many syllables are in

	<p>have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> Identify vowels in words. Identify long vowel spellings: -e, and vowel teams Identify syllables in words by looking at the vowels. Apply single sounds for consonant digraphs. Read CVCe and other long vowel words. 	<p>a word by how many vowel sounds there are.</p> <ul style="list-style-type: none"> I can read words with a long vowel because of final -e.
Cluster 4: Fluency			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Books convey a message. There are various purposes for reading. Reading with fluency, accuracy, and expression conveys meaning. There are various strategies to self-correct. <p>The student is able to:</p> <ul style="list-style-type: none"> Read grade-level text with accuracy and fluency. Demonstrate understanding of what has been read. Read for purpose. Read with expression. Use self-correcting strategies. 	<ul style="list-style-type: none"> I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.

BODY OF KNOWLEDGE: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 1: Key Ideas and Details**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RI.1.1	Ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Details help to fully comprehend the text. The student is able to: <ul style="list-style-type: none"> Identify the main idea and key details. Use key details to compose questions about the text. Use key details to answer questions about the text. 	<ul style="list-style-type: none"> I can find key details in a text. I can ask questions to help me understand what I read. I can answer questions about what I read.
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> The topic is organized around one main topic or idea. The main idea supports the main topic. The key details support the main idea. The student is able to: <ul style="list-style-type: none"> Identify the main topic for the text. Retell a text with key details. Summarize the main idea of text by using key details. 	<ul style="list-style-type: none"> I can tell the topic of an informational text. I can tell the main idea of an informational text. I can use details to retell or summarize an informational text.
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Readers can make connections between individuals, events, ideas, or pieces of information in a text The student is able to: <ul style="list-style-type: none"> Explain the connection between two individuals, events, ideas, or pieces of information in a text. 	<ul style="list-style-type: none"> I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text.

Cluster 2: Craft and Structure

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Asking or answering questions is a tool to clarify or determine meaning. When unclear about what they are reading, asking questions will help clarify meaning and increase comprehension. Answering questions will clarify meaning and increase comprehension. The student is able to: <ul style="list-style-type: none"> Recognize when they do not understand what they are reading. Construct questions about text to clarify meaning. Answer questions about text. 	<ul style="list-style-type: none"> I can ask questions about what I am reading to help me understand words and phrases. I can answer questions about what I am reading to help me understand words and phrases.

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RI.2.5	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Information can be found by using text features. Headings within a text point out key details and information. The table of contents and glossaries can be used to locate information in a text. Websites have electronic menus that will help locate specific information on the internet. Computers have icons that can be used to open new menus or programs on a computer. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify headings within a text. Locate and use the table of contents in a text. Interpret and use simple electronic menus on a website. Identify icons on a computer. Locate information by using a glossary in a text. Locate key facts or details in a text using various text features. 	<ul style="list-style-type: none"> I can use the headings to find key facts and information in a text. I can use the table of contents to find key facts and information in a text. I can use the glossary to find key facts and information in a text. I can use the electronic menu to find key facts when working online. I can use computer icons to help me find information.
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <i>Cognitive Complexity:</i> Level 1: Recall	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Comparing the pictures with the written text will further help them understand information. Pictures and words provide different information that contributes to the meaning. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify information provided by pictures or illustrations. Identify information provided by text. Distinguish between information from pictures and words. 	<p>Student Friendly Language Learning Targets</p> <ul style="list-style-type: none"> I can find information by looking at pictures and illustrations. I can find information by reading text. I can explain if I found my information from the pictures or the words.
Cluster3: Integration of Knowledge and Ideas			
LAFS.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Illustrations are related to text. Illustrations and text convey details and ideas. Details support the key ideas. <p>The student is able to:</p> <ul style="list-style-type: none"> Describe the key ideas using the illustrations and text. Use details and key ideas from text to label illustrations. Classify details in the text as important or unimportant. Analyze illustrations to determine if they support key ideas. Summarize key ideas of the text. 	<p>Student Friendly Language Learning Targets</p> <ul style="list-style-type: none"> I can use illustrations to tell about the important parts in an informational text. I can summarize informational text using key details.
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text.	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> An author gives reasons to support points in a text. An author includes details to support those points. <p>The student is able to:</p>	<p>Student Friendly Language Learning Targets</p> <ul style="list-style-type: none"> I can identify the supporting details in an informational text. I can identify why an author writes

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Identify supporting details in an informational text. Determine the author's message. Identify reasons or information that support the author's message. 	certain details.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> There are similarities and differences between texts on the same topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare and contrast illustrations from two texts on the same topic. Compare and contrast descriptions from two texts on the same topic. Compare and contrast procedures from two texts on the same topic. 	<ul style="list-style-type: none"> I can identify similarities between two texts on the same topic. I can identify differences between two texts on the same topic.

Cluster4: Range of Reading and Level of Text Complexity

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Informational texts provide real facts about a topic. We read to learn new information. <p>The student is able to:</p> <ul style="list-style-type: none"> Read first grade informational text. Comprehend first grade informational text. 	<ul style="list-style-type: none"> With help, I can read informational texts.

BODY OF KNOWLEDGE: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.1.1	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Opinions should be supported by reasons. Different people may support opinions with different reasons. Opinion writing needs a sense of closure. <p>The student is able to:</p> <ul style="list-style-type: none"> Write an opinion. Support the opinion with details. Write a closing sentence to complete the writing. 	<ul style="list-style-type: none"> I can write to tell you about a book or topic. I can write to tell you what I like or dislike about the book or topic. I can write a reason to support my opinion. I can make my writing sound finished.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> Informative/explanatory stories need a title/topic, facts and an ending. Facts must relate to the topic. <p>The student is able to:</p>	<ul style="list-style-type: none"> I can write a story that gives instructions. I can write a story to inform a reader about a topic.

	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Determine a topic for writing. Write informative or explanatory text. Supply facts about the topic. Compose an ending to the story. 	<ul style="list-style-type: none"> I can write a topic sentence. I can write facts about the topic. I can write an ending that completes my writing.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.1.3	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Stories follow a logical sequence from start to finish. Stories use details to enrich the meaning. Stories use temporal words to indicate sequence. Stories have a sense of closure. <p>The student is able to:</p> <ul style="list-style-type: none"> Write/recount a narrative story with a logical sequence. Include details in the story. Use temporal words to signal event order. Create an ending that provides a sense of closure. 	<ul style="list-style-type: none"> I can write a story with two or more events in order. I can add details to my story. I can use words that help the reader move through my story. I can end my story to make it sound finished.
Cluster 2: Production and Distribution of Writing			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.2.5	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Revision is a necessary part of writing. A focused topic will be more interesting to the reader. Peer feedback is valuable to the writing process. Details make writing more interesting. <p>The student is able to:</p> <ul style="list-style-type: none"> Write about a topic. Develop a piece of writing focused on one topic. Accept and apply peer suggestions to make writing better. Add details that strengthen writing. 	<ul style="list-style-type: none"> I can write about a topic with help. I can answer questions from classmates about my writing with help. I can change my writing after talking with classmates with help.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Publishing writing is a way to share it with others. There are a variety of digital tools to produce and publish writing. Publishing can be an effort of collaboration with peers. <p>The student is able to:</p> <ul style="list-style-type: none"> Use a variety of digital tools. Produce writing using technology. Publish writing using technology. Collaborate on writing and publishing with other students. 	<ul style="list-style-type: none"> I can produce writing using digital tools, with help. I can publish my writing using technology, with help. I can use pictures created with digital tools to illustrate my writing, with help. I can work with other students to write and publish stories, with help.
Cluster 3: Research to Build and Present Knowledge			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.3.7	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	<ul style="list-style-type: none"> Information comes from a variety of multi-media sources. Writing pieces have main ideas and supporting details. Students can participate in the research and writing process collaboratively. 	<ul style="list-style-type: none"> I can gather information about a topic from different media. I can work with others to find information about what I am

	sequence of instructions). <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning	The student is able to: <ul style="list-style-type: none"> • Gather pertinent information about a topic from research. • Organize pertinent information for writing. • Write a main idea. • Write supporting details. • Participate in shared research. • Generate a final writing project collaboratively. 	learning. <ul style="list-style-type: none"> • I can work with others to write about what I have learned.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Past experiences can help them answer questions. • When gathering information from sources, not all the information is relevant. • When gathering information from sources, it is important to keep it organized. • They can use written details to answer questions. The student is able to: <ul style="list-style-type: none"> • Recall information from past learning experiences. • Determine relevant information from sources. • Look for information to answer a question. • Use details from the information gathered to answer questions. 	<ul style="list-style-type: none"> • I can recall information from past learning experiences to help me answer questions. • I can decide which details are important, with help. • I can find information to answer questions, with help.

BODY OF KNOWLEDGE: STANDARDS FOR SPEAKING AND LISTENING			
<i>Cluster 1: Comprehension and Collaboration</i>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	<ul style="list-style-type: none"> • Discussion is a means of hearing multiple points of view. • Asking questions or adding to discussions can clarify understanding of someone else's thinking. • It is important to understand what others are saying. • Hearing other people's thinking helps expand your own thinking. The student is able to: <ul style="list-style-type: none"> • Identify topic of discussion and respond on topic. • Continue a conversation on topic. • Follow classroom rules for discussion. • Ask appropriate and relevant questions to clarify information. • Show respect for others who are participating in the discussions, including listening to others. 	<ul style="list-style-type: none"> • I can have conversations with adults. • I can have conversations with other students. • I can follow classroom rules for speaking. • I can follow classroom rules for listening. • I can ask questions to help me understand what someone else is saying. • I can add to the conversation by staying on the topic of discussion.

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts		
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Information can be gained by asking questions. Information can be shared orally or through media. It is important to ask questions to clarify understanding about text, a presentation, or information from other media. The student is able to: <ul style="list-style-type: none"> Recall information from text read aloud or information presented orally or through other media. Formulate questions about text read aloud or information presented orally or through other media. 	<ul style="list-style-type: none"> I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion. I can answer questions during a class discussion. I can ask questions about a movie or something on the computer. I can answer questions about a movie or something on the computer.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Questioning is a tool to obtain and clarify information. Asking questions about what is said is a strategy used for gathering additional information or for clarification. Answering questions about what is said will help gain additional information and clarification for what is said. The student is able to: <ul style="list-style-type: none"> Ask for more information and clarification, as needed Answer questions based upon information that is presented orally. 	<ul style="list-style-type: none"> I can ask questions to help me understand what a speaker says. I can answer questions about what a speaker says.
Cluster 2: Presentation of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> People, places, things, and events need to be explained with important and relevant details. Information must be expressed clearly. The student is able to: <ul style="list-style-type: none"> Communicate ideas and feelings clearly. Describe people, places, things, and events with relevant details. 	<ul style="list-style-type: none"> I can use important details to describe people, places, things, and events. I can talk about ideas and feelings clearly.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Visual displays help the reader understand details about a subject. Visual displays must support the information in the presentation. Visual displays can be used to express ideas. Visual displays help the audience understand my thoughts, feelings, and ideas. 	<ul style="list-style-type: none"> I can draw a picture to share my ideas, thoughts, and feelings about a topic. I can create a visual display to share my ideas, thoughts, and feelings about a topic.

		The student is able to:	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.SL.2.6	Produce complete sentences when appropriate to task and situation. (see grade 1 Language standards 1 and 3 on page 26 for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Complete sentences have a clear beginning and end. • When speaking, you must talk in complete sentences. The student is able to: <ul style="list-style-type: none"> • Produce complete sentences when speaking. • Respond in complete sentences to different tasks and situations when speaking. 	<ul style="list-style-type: none"> • I can talk in complete sentences. • I can answer my teacher and others in complete sentences.

BODY OF KNOWLEDGE: LANGUAGE STANDARDS**Cluster 1: Conventions of Standard English**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>The student understands that:</p> <ul style="list-style-type: none"> Nouns name a person, place, or thing (including feelings and emotions). Verbs name the action in the sentence and must match the noun grammatically. Pronouns can replace a noun in a sentence. Verbs can change depending on the tense. Adjectives describe a noun. Conjunctions, determiners, and prepositions must be used correctly in order for a sentence to make sense. There are different types of sentences, and they are each used for different reasons. There are rules that govern the use of uppercase and lowercase letters. <p>The student is able to:</p> <ul style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., a, the, some, all, many, etc.). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> I can print all upper and lowercase letters. I can use common, proper, and possessive nouns when I write and speak. I can match my nouns and verbs correctly when I write and speak. I can use pronouns correctly when I write and speak. I can use verbs correctly for the past, present, and future when I write and speak. I can use adjectives when I write and speak. I can use conjunctions (and, but, or) correctly when I write and speak. I can use words like 'a', 'the', 'some', and 'all' correctly in sentences when I write and speak. I can use prepositions correctly when I write and speak. I can use a variety of sentences when I write and speak (asking, telling, commanding/requesting, exclaiming).
LAFS.1.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate 	<p>The student understands that:</p> <ul style="list-style-type: none"> Dates and people's names are capitalized. All sentences end with punctuation. Commas separate dates and words in a series. Words are made of patterns. Some words have irregular spellings. Most words follow regular spelling patterns. Words need to be spelled correctly when written. 	<ul style="list-style-type: none"> I can capitalize dates and names of people when writing. I can use punctuation at the end of my sentences. I can use commas when writing dates and words in a list. I can use spelling patterns to spell

	<p>single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Apply rules of punctuation. • Apply rules of commas to dates and words in a series. • Use phonemic awareness and spelling conventions to spell untaught words phonetically. • Write regular and irregular first grade words with the correct spelling. 	<p>words correctly when writing.</p> <ul style="list-style-type: none"> • I can spell sight words correctly. • I can spell words I don't know by sounding them out.
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Cluster 3: Vocabulary Acquisition and Use

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.L.3.4	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • The context of a sentence can help when determining the meaning of an unknown word or phrase. • Affixes help determine the meaning of an unknown word. • Root words can be used with several different affixes • Words can have multiple meanings. <p>The student is able to:</p> <ul style="list-style-type: none"> • Recognize first-grade words and their inflectional endings. • Apply multiple strategies to determine the meaning of unknown words. • Recognize a multiple meaning word. • Apply multiple strategies to clarify the meaning of multiple-meaning words. 	<ul style="list-style-type: none"> • I can tell what a word means by reading the rest of the sentence. • I can tell what a word means by using its prefix or suffix as a clue. • I can tell what a word means by identifying its root word.
LAFS.1.L.3.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g.,</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • There are basic, but varying relationships between words and their meanings. • Words can be sorted into like categories. • Words can be described by attributes. • Words have real-life meanings. • Verbs and adjectives can have a variety of levels of intensity. <p>The student is able to:</p> <ul style="list-style-type: none"> • Sort words into categories. • Define words based on their category and 1-2 key features. • Identify connections between words and their use. • Distinguish slight differences between verb meanings and adjective meanings. • Act out the meanings of words. 	<ul style="list-style-type: none"> • I can sort like words into groups. (ex. Colors, plurals, feelings, plants, etc.) • I can tell about words based on the group they belong to and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert) • I can make connections between everyday words and their use. (ex. list places where computers can be used) • I can tell the difference between verbs that mean almost the same. (ex. verbs: jump and leap) • I can tell the difference between adjectives that mean almost the same.(ex. adjectives: small and miniature)

	large, gigantic) by defining or choosing them or by acting out the meanings. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts		
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.1.L.3.6	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., I named my hamster Nibbles because she nibbles all the time when she has food she likes). <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> Words and phrases connect thoughts. Conjunctions (such as and, but, or, for, if) will relate and link their ideas and reflections together. The student is able to: <ul style="list-style-type: none"> Use conjunctions when speaking or writing to show relationships. Apply words learned in classroom reading and conversation to other situations. 	<ul style="list-style-type: none"> I can use words and phrases that I have learned from conversations. I can use words and phrases that I have learned from reading and being read to. I can use conjunctions (such, as, because, or, and) to show relationships.

CONTENT-AREA CONNECTIONS			
<i>Cluster 1: Science</i>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> The five senses are tools for collecting information. It is important to make careful observations. Objects can be described in terms of number, shape, texture, size, weight, color and motion. Observations can be compared between people. The student is able to: <ul style="list-style-type: none"> Use the five senses to observe and collect information. Describe objects in terms of number, shape, texture, size, weight, color, and motion. Compare observations with others. 	<ul style="list-style-type: none"> I can observe carefully, I can describe objects in terms of number, shape, texture, size, weight, color, and motion. I can compare my observations with others'.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Records can be in different formats – pictorial, written The student is able to: <ul style="list-style-type: none"> Keep records of investigations. 	<ul style="list-style-type: none"> I can keep records of my investigations.

Cluster 2: Civics			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.	<ul style="list-style-type: none"> Rules exist in different places. Rules and laws have a purpose. 	<ul style="list-style-type: none"> I can explain the purpose of rules and laws.
		The student is able to: <ul style="list-style-type: none"> Compare and contrast rules and laws at school and in the community. Explain the purpose rules and laws. 	
SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.	<ul style="list-style-type: none"> Everyone has rights and responsibilities. There are rights and responsibilities that are specific to school. 	<ul style="list-style-type: none"> I can give an example of a right. I can give an example of a responsibility. I can explain rights and responsibilities that students have at school.
		The student is able to: <ul style="list-style-type: none"> Tell what a right is and give an example. Tell what a responsibility is and give an example. Explain rights and responsibilities that students have at school. 	
SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.	<ul style="list-style-type: none"> There are symbols that represent America and its government. There are people who are important in America's history. 	<ul style="list-style-type: none"> I can recognize and name symbols of America. I can recognize and name famous historical Americans.
		The student is able to: <ul style="list-style-type: none"> Recognize symbols, such as the flag, the Pledge of Allegiance, the Statute of Liberty, that represent America and its government. Recognize people who are important in America's history. 	