

Domain: Reading Literature (RL)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer questions about key details in a text.				
	Q1	Q2	Q3	Q4
I can answer questions about key details in a text.	X			
I can ask and answer questions about key details in a text.		X	X	X
Standard 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.				
	Q1	Q2	Q3	Q4
I can tell what a story is about and tell the important parts.	X	X	X	
I can tell what a story is about, the important parts, and the central message or lesson.				X
Standard 3: Describe characters, settings, and major events in a story, using key details.				
	Q1	Q2	Q3	Q4
I can describe the characters, setting, and what happened in a story.		X	X	X

Cluster: Craft and Structure				
Standard 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
	Q1	Q2	Q3	Q4
I can tell how characters feel in a story and why they feel that way.		X	X	X
Standard 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.				
	Q1	Q2	Q3	Q4
I can tell the meaning of fiction and non-fiction.	X			
I can tell which stories are fiction and which are non-fiction using their characteristics.		X	X	
I can tell the differences between a story and informational text and explain my thinking.				X
Standard 6: Identify who is telling the story at various points in a text.				
	Q1	Q2	Q3	Q4
I can tell who is telling the story.			X	X

Cluster: Integration of Knowledge and Ideas				
Standard 7: Use illustrations and details in a story to describe its characters, setting, or events.				
	Q1	Q2	Q3	Q4
I can use pictures to tell about characters, settings, and plot.		X	X	X
Standard 9: Compare and contrast the adventures and experiences of characters in stories.				
	Q1	Q2	Q3	Q4
I can compare and contrast characters and their actions in a story.		X	X	X

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Cluster: Range of Reading and Level of Text Complexity

Standard 10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

	Q1	Q2	Q3	Q4
I can read prose and poetry.	X	X	X	X

Domain: Reading Informational Text (RI)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer questions about key details in a text.				
	Q1	Q2	Q3	Q4
I can answer questions about key details in a text.	X			
I can ask and answer questions about key details in a text.		X	X	X
Standard 2: Identify the main topic and retell key details of a text.				
	Q1	Q2	Q3	Q4
I can tell the main idea of a text and tell important ideas.		X	X	X
Standard 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.				
	Q1	Q2	Q3	Q4
I can compare and contrast two pieces of information in a text.		X	X	X

Cluster: Craft and Structure				
Standard 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				
	Q1	Q2	Q3	Q4
I can answer questions to clarify the meaning of words and phrases in a text.			I	X
Standard 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.				
	Q1	Q2	Q3	Q4
I can use the table of contents to find information in a text. (in guided reading groups)			I	X
I can use the headings to find information in a text. (in guided reading groups)			I	X
Standard 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
	Q1	Q2	Q3	Q4
I can tell where information comes from; either a picture or text.				X

Cluster: Integration of Knowledge and Ideas				
Standard 7: Use the illustrations and details in a text to describe its key ideas.				
	Q1	Q2	Q3	Q4
I can use pictures and details in a text to tell the key ideas.		X	X	X
Standard 8: Identify the reasons an author gives to support points in a text.				
	Q1	Q2	Q3	Q4
I can tell the reasons why an author gives details in a text.				X
Standard 9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
	Q1	Q2	Q3	Q4
I can compare and contrast two texts.				X

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Cluster: Range of Reading and Level of Text Complexity				
Standard 10: With prompting and support, read informational texts appropriately complex for grade 1.				
	Q1	Q2	Q3	Q4
I can read informational text.	X	X	X	X

Domain: Reading Foundational Skills (RF)

Cluster: Print Concepts				
Standard 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).				
	Q1	Q2	Q3	Q4
I can identify a sentence that has a beginning capital letter and end punctuation.	X	X	X	X
I can identify the capitalization of proper nouns and special titles.		X		
Cluster: Phonological Awareness				
Standard 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).				
	Q1	Q2	Q3	Q4
I can orally produce single syllable words by blending and substituting phonemes.	X	X		
Cluster: Phonics and Word Recognition				
Standard 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 have a vowel sound to determine the number of syllables in a printed word.				
e) Decode two-syllable words following basic patterns by breaking the words into syllables.				
f) Read words with inflectional endings				
g) Recognize and read grade-appropriate irregularly spelled words.				
	Q1	Q2	Q3	Q4
I can sound out words and follow phonics rules to help me read words.	X	X	X	X
I can read high frequency words.	X	X	X	X
Cluster: Fluency				
Standard 4: Read with sufficient accuracy and fluency to support comprehension.				
a) Read grade-level text with purpose and understanding.				
b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
	Q1	Q2	Q3	Q4
I can read grade level text smoothly and with accuracy.	X	X	X	X

Domain: Writing

Cluster: Text Type and Purposes				
Standard 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.				
	Q1	Q2	Q3	Q4
I can write what I think and why I think it.			X	X
Standard 2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
	Q1	Q2	Q3	Q4
I can choose a topic and write facts.		X		X
I can write an explanatory piece.		X		X
Standard 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.				
	Q1	Q2	Q3	Q4
I can write events that happened first, next, and last.	X		X	X

Cluster: Production and Distribution of Writing				
Standard 4: W.2.4 begins in grade 3				
	Q1	Q2	Q3	Q4
Standard 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.				
	Q1	Q2	Q3	Q4
I can revise and edit my writing with my teacher.	X	X	X	X
I can share my writing with a peer and respond to their questions.				X
Standard 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				
	Q1	Q2	Q3	Q4
I can share my writing using technology. (Done in technology class.)				X

Cluster: Research to Build and Present Knowledge				
Standard 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 sequence of instructions).				
	Q1	Q2	Q3	Q4
I can research a topic with my teacher and/or class and write about it.	X	X	X	X
Standard 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	Q1	Q2	Q3	Q4
I can recall information from research and/or experiences to answer a question.			X	X

Domain: Speaking and Listening

Cluster: Comprehension and Collaboration				
Standard 1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.				
a) 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).				
b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.				
c) Ask questions to clear up any confusion about the topics and texts under discussion.				
	Q1	Q2	Q3	Q4
I can discuss a topic with my classmates and ask questions and build on the thinking of others.	X	X	X	X
I can follow the rules for talking with my classmates.	X	X	X	X
Standard 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.				
	Q1	Q2	Q3	Q4
I can ask and answer questions to learn more about something.	X	X	X	X
Standard 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				
	Q1	Q2	Q3	Q4
I can ask good questions about what a speaker says.	X	X	X	X

Cluster: Presentation of Knowledge and Ideas				
Standard 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				
	Q1	Q2	Q3	Q4
I can express my idea and feelings clearly.			X	X
Standard 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				
	Q1	Q2	Q3	Q4
I can use pictures or things to help people understand me.	X	X	X	X
Standard 6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)				
	Q1	Q2	Q3	Q4
I can talk in sentences.	X	X	X	X

Domain: Language

Cluster: Convention of Standard English				
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<ul style="list-style-type: none"> a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) 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). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h) Use determiners (e.g., articles, demonstratives). i) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 				
	Q1	Q2	Q3	Q4
I can use nouns, verbs, adjectives, and pronouns appropriately when writing and speaking.	X	X	X	X
I can write complete simple declarative, interrogative, imperative, and exclamatory sentences.	X	X	X	X
I can write complete compound declarative, interrogative, imperative, and exclamatory sentences.				X
I can use prepositions in my writing and speaking.				X
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<ul style="list-style-type: none"> a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 				
	Q1	Q2	Q3	Q4
I can use capitals letters and punctuation appropriately when writing.	X	X	X	X
I can use spelling-sound correspondences and spelling rules to spell and decode words in my writing.	X	X	X	X
I can use tools (word walls, dictionaries, computer, spelling lists, other books, reading tool kits) to help me spell words correctly in my writing.	X	X	X	X
I can use spelling-sound correspondences and spelling rules to spell words correctly. (spelling tests)	X	X	X	X

Cluster: Vocabulary Acquisition and Use				
Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.				
<ul style="list-style-type: none"> a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Use frequently occurring affixes as a clue to the meaning of a word. c) Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked,</i> 				

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looking).				
	Q1	Q2	Q3	Q4
I can use word clues to figure out what a word means.	X	X	X	X
I can use affixes as a clue to the meaning of a word.				X
Standard 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d) Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 				
	Q1	Q2	Q3	Q4
I can put words in groups that are the same.	X			
I can tell what words mean and add details.	X	X	X	X
I can make connections between words and use words that show differences.	X	X	X	X
Standard 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>because</i>).				
	Q1	Q2	Q3	Q4
I can use words and phrases I learned through reading and listening.	X	X	X	X