













Grade: 1 Making the Grade on the
Florida Language Arts Standards (LAFS)

Strand: Reading Standards for Literature







Cluster 1: Key Ideas and Details

Standards	Content Foci	Instructional Tools
<u>LAFS.1.RL.1.1</u> Ask and answer questions about key details in text.(2)	<ul style="list-style-type: none"> • Ask questions • Answer questions (who, what, why, when, where) • Read for details • Give details 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.1.1 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Story Element • Somebody-Wanted-But-So • Mood Faces • Mood Faces Blank
<u>LAFS.1.RL.1.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson.(2)	<ul style="list-style-type: none"> • Understand key details • Understand sequential order • Identify and verbalize key details and main events within the story • Retell the story in sequential order • Identify and verbalize the problem or conflict in the story • Identify and verbalize how the problem or conflict was resolved within the story • Determine and understand the central message or lesson of the story 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.1.2 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Somebody-Wanted-But-So • Traffic Light Sequencing
<u>LAFS.1.RL.1.3</u> Describe characters, settings, and major events in a story, using key details.(2)	<ul style="list-style-type: none"> • Understand character • Identify characters within the story • Identify main character of the story • Identify the minor characters of the story • Identify and verbalize major story events, citing key details • Identify key events and details of story in sequential order (problem-resolution) 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.1.3 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Story Elements • Mood Faces Chart • Mood Faces Blank

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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RL.2.4</u> <i>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.(2)</i></p>	<ul style="list-style-type: none"> • Understand the differences between words, phrases, and sentences • Identify words, phrases, and sentences • Ask and answer questions about story details • Understand that words are clues to what characters are thinking • Identify words that indicate use of the five senses: see, hear, smell, touch, taste • Identify words that communicate feelings: happy, sad, angry, worry, fear 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.2.4 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.1.RL.2.5</u> <i>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.(2)</i></p>	<ul style="list-style-type: none"> • Understand the narrative structure of a story • Understand the expository structure found in informational text • Identify story structure • Identify informational structure • Distinguish between story and informational text structure • Recognize common genres <ul style="list-style-type: none"> ○ Fable/Folktale ○ Narrative Fiction ○ Fairytale ○ Poem/Rhyme ○ Expository text ○ Non-fiction 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.2.5 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Author's Purpose
<p><u>LAFS.1.RL.2.6</u> <i>Identify who is telling the story at various points in a text.(2)</i></p>	<ul style="list-style-type: none"> • Understand the role of a narrator • Understand character • Understand concept of dialogue (talking between characters) • Understand quotation marks • Identify narrator • Identify character's voice • Identify dialogue in text • Identify speaker 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RL.2.6 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>

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Cluster 3: Integration of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RL.3.7</u> Use illustrations and details in the story to describe its characters, setting, or events.(2)</p>	<ul style="list-style-type: none"> • Understand that an illustration is a picture or a drawing • Understand that details are specific pieces of information that add meaning to a story • Understand character • Understand and identify major story events • Understand and identify story setting • Understand that illustrations add details to story • Understanding that illustrations are used to show the setting of story • Identify the sequence of the main events of a story using details in illustrations 	<div style="text-align: center;">   </div> <p style="text-align: center;">1.RL.3.7 CPALMS Resource Page.doc Sample Prompts and Scaffolds.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Main Idea Table
<p><u>LAFS.1.RL.3.8</u> – Not applicable to Literature.</p>	N/A	N/A
<p><u>LAFS.1.RL.3.9</u> Compare and contrast the adventures and experiences of characters in familiar stories.(3)</p>	<ul style="list-style-type: none"> • Identify the characters in a story • Understand comparison (similarities) • Understand contrast (differences) • Understand what an adventure is • Understand what an experience is • Identify similarities (comparisons) • Identify differences (contrasts) • Make comparisons between adventures and/or experiences between characters • Understand the “who” and “what” within stories 	<div style="text-align: center;">   </div> <p style="text-align: center;">1.RL.3.9 CPALMS Resource Page.doc Sample Prompts and Scaffolds.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
Cluster 4: Range or Reading and Level of Text Complexity		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RL.4.10</u> With prompting and support, read prose and poetry of appropriate complexity for grade 1.(2)</p>	<ul style="list-style-type: none"> • Read prose (fiction and nonfiction) of appropriate grade 1 complexity • Read poetry of appropriate grade 1 complexity 	<div style="text-align: center;">   </div> <p style="text-align: center;">1.RL.4.10 CPALMS Resource Page.doc Sample Prompts and Scaffolds.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>

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Florida Language Arts Standards (LAFS)









Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details		
Standards	Content Foci	Instructional Tools
LAFS.1.RI.1.1 Ask and answer questions about key details in text.(2)	<ul style="list-style-type: none"> Identify main events and key details within a text Ask questions about key details in a text Answer questions about key details in a text Answer who, what, where, when, and how questions Use clear and concise sentences to answer questions about text 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.1.1 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<u>LAFS.1.RI.1.2</u> Identify the topic and key details of a text. (2)	<ul style="list-style-type: none"> Identify topics within text Identify main ideas and key details of a text Retell text by recounting key details 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.1.2 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<u>LAFS.1.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.(2)	<ul style="list-style-type: none"> Understand the purpose of informational text Understand the structure of informational text Use written and graphic elements to derive meaning (comprehension) of informational text Connect individuals and events within informational text Describe the connections between the main ideas in informational text Describe the connections between pieces of information in informational text Distinguish what is an important piece of information Link people and their ideas 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.1.3 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>

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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RI.2.4</u> <i>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</i>(2)</p>	<ul style="list-style-type: none"> • Ask clarifying questions about texts • Express own understanding of the meaning of a text • Identify unknown words or phrases • Reread to determine or clarify the meaning of words and phrases • Use context clues to determining or clarify the meaning of words and phrases 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.2.4 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p>McGraw-Hill Reading Wonders Resources</p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Context Clues Chart (Teacher Reference)
<p><u>LAFS.1.RI.2.5</u> <i>Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i> (2)</p>	<ul style="list-style-type: none"> • Identify headings and their purposes and use them to identify key facts • Identify and use table of contents to locate information • Identify and use glossary to locate information • Understand computer icons and menus to locate information 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.2.5 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p>McGraw-Hill Reading Wonders Resources</p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Informational Text Features (Teacher Reference)
<p><u>LAFS.1.RI.2.6</u> <i>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</i>(1)</p>	<ul style="list-style-type: none"> • Analyze how the illustration presents information and ideas • Analyze how the words present information and ideas • Make the distinction between information provided by a text and information provided by pictures or other illustrations • Understand the role of an illustrator • Understand the role of an author 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.2.6 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p>McGraw-Hill Reading Wonders Resources</p>

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Cluster 3: Integration of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
LAFS.1.RI.3.7 <i>Use the illustrations and details in a text to describe its key ideas.</i> (2)	<ul style="list-style-type: none"> Recognize what is an illustration (picture, photo, drawing) Understand details in a text Know that the illustrations help the reader understand more about the text and the person, place, thing, or idea the text is about Connect the illustrations with the text Use the illustrations to describe key ideas 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.3.7 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;">McGraw-Hill Reading Wonders Resources</p>
LAFS.1.RI.3.8 <i>Identify the reasons an author gives to support points in a text.</i> (2)	<ul style="list-style-type: none"> Identify an author's main points Know that authors use reasons to support a point they have made Know that sometimes an author writes to share what he/she thinks Understand that authors try to explain their thinking Know that an author may have more than one reason to explain his/her thinking 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.3.8 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;">McGraw-Hill Reading Wonders Resources</p>
LAFS.1.RI.3.9 <i>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i> (3)	<ul style="list-style-type: none"> Understand the two texts on the same topic Identify the similarities in the two texts Identify the differences between the two texts 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.3.9 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;">McGraw-Hill Reading Wonders Resources</p>
Cluster 4: Range or Reading and Level of Text Complexity		
Standards	Content Foci	Instructional Tools
LAFS.1.RI.4.10 <i>With prompting and support, read informational texts appropriately complex for grade 1.</i> (2)	<ul style="list-style-type: none"> Experience reading grade-level content-area texts Read informational text of appropriate grade 1 complexity Know how to use text features to help comprehend informational text Read text with domain-specific and academic vocabulary 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1.RI.4.10 CPALMS Resource Page.doc </div> <div style="text-align: center;">  Sample Prompts and Scaffolds.doc </div> </div> <p style="text-align: center;">McGraw-Hill Reading Wonders Resources</p>

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Strand: Reading Standards: Foundational Skills

Cluster 1: Print Concepts		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RF.1.1</u> <i>Demonstrate understanding of the organization and basic features of print.</i> (1)</p> <p>a. <i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i></p>	<ul style="list-style-type: none"> • Know that a sentence begins with a capital letter • Know that a sentence conveys a complete thought • Know that a sentence needs ending punctuation <ul style="list-style-type: none"> ○ Question (?) ○ Period (.) ○ Exclamation (!) 	<div style="text-align: center;">  <p>1.RF.1.1 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
Cluster 2: Phonological Awareness		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RF.2.2</u> <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> (1)</p> <p>a. <i>Distinguish from long and short vowel sounds in spoken single-syllable words.</i></p> <p>b. <i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i></p> <p>c. <i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i></p> <p>d. <i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i></p>	<ul style="list-style-type: none"> • Know the sound symbol correspondence of all short and long vowel sounds • Identify vowels/vowel sounds within single syllable words (e.g. <i>cvc words</i>) • Isolate and blend phonemes in single syllable words • Identify phonemes in the initial, medial and final position in spoken single syllable words • Orally produce single-syllable words by blending sounds (phonemes) • Identify consonant blends • Articulate simple decodable words, identifying all phonemes in the initial, medial and final position • Segment phonemes in proper order. (ex. <i>c-a-t = cat</i>) 	<div style="text-align: center;">  <p>1.RF.2.2 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Phonological and Phonemic




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Cluster 3: Phonics and Word Recognition		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RF.3.3</u> <i>Know and apply grade-level phonics and word analysis skills in decoding words.(1)</i></p> <p>a. <i>Know the spelling-sound correspondences for common consonant digraphs.</i></p> <p>b. <i>Decode regularly spelled one-syllable words.</i></p> <p>c. <i>Know final –e and common vowel team conventions for representing long vowels sounds.</i></p> <p>d. <i>Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.</i></p> <p>e. <i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i></p> <p>f. <i>Read words with inflectional endings.</i></p> <p>g. <i>Recognize and read grade-appropriate irregularly spelled words.</i></p>	<ul style="list-style-type: none"> • Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl) • Pronounce the sounds represented in one-syllable words • Know that in many short words that end in e, the first vowel has a long sound and the final e is silent • Know that words with a vowel team combination, the first vowel has a long sound and the second vowel is silent • Understand that words have parts and each part needs a vowel • Use inflectional ending like –ed, -es, -ing, to read words • Know the role that inflectional endings play in making words • Know rules for breaking words apart like double consonants and inflected endings • Understanding that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words • Decode simple two syllable words following the vowel pattern for syllable division • Recognize and read grade 1 irregularly spelled words/sight words 	<div style="text-align: center;">  <p>1. RF. 3.3 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Common Syllable Patterns • Steps of a Making Word Lesson • Phonological and Phonemic
Cluster 4: Fluency		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.RF.4.4</u> <i>Read with sufficient accuracy and fluency to support comprehension.(2)</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	<ul style="list-style-type: none"> • Read sight words • Set a purpose for reading • Understand meaning is contained in text • Use expression when reading • Use re-reading as a strategy to help understand text and self-correct word recognition • Re-read for fluency and comprehension 	<div style="text-align: center;">  <p>1. RF. 4.4 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>



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Strand: *Writing Standards*



Cluster 1: Text Types and Purposes

Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.W.1.1</u> <i>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.(3)</i></p>	<ul style="list-style-type: none"> • Understand the concept of having an opinion • Identify a favorite book/story or topic • Express orally an opinion such as like, or dislike, of a chosen book/story or topic, and support that opinion with a reason • Write a brief opinion piece about a book/story or topic and provide a reason for that opinion • Use words to express opinion • Organize information following logical progression • Provide enough detail to bring the written piece to a reasonable conclusion (closure) 	<div style="text-align: center;">  1. W. 1. 1 CPALMS Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Format for Writer's Workshop • Model for Explicit Teaching
<p><u>LAFS.1.W.1.2</u> <i>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.(3)</i></p>	<ul style="list-style-type: none"> • Select a topic of interest to write about • Name topic/point the author makes • Identify facts within a text • Supply some facts from the text to support a specific point • Express orally a topic to write about and support with facts from the text • Organize information following logical progression • Write a brief informative/explanatory piece about a topic and supply facts about topic • Provide enough detail to bring the written piece to a reasonable conclusion (closure) 	<div style="text-align: center;">  1. W. 1. 2 CPALMS Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Format for Writer's Workshop • Model for Explicit Teaching
<p><u>LAFS.1.W.1.3</u> <i>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. (3)</i></p>	<ul style="list-style-type: none"> • Orally retell personal narratives/narratives describing two or more appropriately sequenced events, including details about what happened • Identify major events in a story • Organize events: beginning, middle and end and use temporal words to signal event order • Write a brief narrative (story) around a center focus recounting two or more sequenced events, including details about what happened • Bring the writing to an end by providing a resolution 	<div style="text-align: center;">  1. W. 1. 3 CPALMS Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Format for Writer's Workshop • Model for Explicit Teaching • Traffic Light Sequencing • Story Elements

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Cluster 2: Production and Distribution of Writing		
Standards	Content Foci	Instructional Tools
<u>LAFS.1.W.2.4</u> <i>Not applicable to K-2.</i>	N/A	N/A
<u>LAFS.1.W.2.5</u> <i>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. (3)</i>	<ul style="list-style-type: none"> • Use pre-writing techniques (such as brainstorming, mapping, clumping, listing, etc.) to help generate ideas • Develop a plan for writing to organize thoughts and ideas • Draft, keeping audience, purpose, and focus in mind • Seek guidance from peers to help add language and ideas to writing • Revise draft to strengthen writing as needed • Revise sentences and/or paragraphs for clarity • Revise for word usage and word choice to help strengthen details • Understand and use grammar and spelling conventions to edit writing 	<div style="text-align: center;">  1.W.2.5 CPALMS Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • Conferring with Student Writers • Compliments • Editing Chart (primary)
<u>LAFS.1.W.2.6</u> <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2)</i>	<ul style="list-style-type: none"> • Know how to use the computer toolbar • Know how to use a mouse • Understand how to save materials • With guidance, use Word/PowerPoint • Understand how to print • Work collaboratively with a peers in order to publish writing 	<div style="text-align: center;">  1.W.2.6 CPALMS Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <ul style="list-style-type: none"> • Digital Tools-computer software programs • Web-based publishing programs <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> • 5 Rules for Listening • Writing TAG • Primary Writing Rubric

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Cluster 3: Research to Build and Present Knowledge		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.W.3.7</u> <i>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).(4)</i></p>	<ul style="list-style-type: none"> • Understand informational text structure • Locate information within text • Organize information • Summarize information • Identify sequence in “how-to guide” including: <ul style="list-style-type: none"> ○ Materials ○ Steps ○ Additional Information ○ Illustration/Diagram 	 1.W.3.7 CPALMS Resource Page.doc <u>McGraw-Hill Reading Wonders Resources</u>
<p><u>LAFS.1.W.3.8</u> <i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.(2)</i></p>	<ul style="list-style-type: none"> • Retell/recall key details • Describe personal experiences • Locate information within text • Know that information can come from different sources, (e.g., books, digital, print) • Understand how to summarize information • Know how to organize information in order to respond to question • Write in complete sentences 	 1.W.3.8 CPALMS Resource Page.doc <u>McGraw-Hill Reading Wonders Resources</u>

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Strand: Standards for Speaking and Listening
Cluster 1: Comprehension and Collaboration


Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.SL.1.1</u> <i>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (2)</i></p> <p>a. <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).</i></p> <p>b. <i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></p> <p>c. <i>Ask questions to clear up any confusion about the topics and texts under discussion.</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Models and offers explicit instruction on active listening skills and staying on topic • Models rules for discussion in small and large group settings (listening to others with care, speaking one at a time about the topics and texts under discussion). • Facilitates small and large group discussion • Models and offers explicit instruction on how to respond appropriately during discussions <p>Students:</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion • Ask questions to clarify or elaborate on 1st grade topics and/or text • Know how to contribute to a conversation or discussion • Are aware of topics/texts that are being discussed • Know how to respond to the ideas of others in the group 	 1.SL.1.1 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources
<p><u>LAFS.1.SL.1.2</u> <i>Ask and answer questions about key details in the text read aloud or information presented orally or through other media.(2)</i></p>	<ul style="list-style-type: none"> • Understand that illustrations and words convey messages • Listen with the intent to recall facts and information • Recognize important details • Understand the importance of the title and how it relates to the text • Understand that there are messages in videos, television programs, and pictures, as well as text • Ask appropriate questions • Answer questions to show understanding 	 1.SL.1.2 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources <u>Media:</u> <ul style="list-style-type: none"> • NBC Learn • Discovery Education
<p><u>LAFS.1.SL.1.3</u> <i>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.(2)</i></p>	<ul style="list-style-type: none"> • Understand what is being said • Ask relevant questions • Answer questions relating to topic • Ask for more information or ask to clarify meaning 	 1.SL.1.3 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources

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Cluster 2: Presentation of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.SL.2.4</u> <i>Describe people, places, things, and events and, with relevant details, expressing ideas and feelings clearly.</i>(2)</p>	<ul style="list-style-type: none"> • Know and understand nouns • Understand the event • Understand that a place can be a building, city, space, or location • Know and use sensory words • Know and use positional words • Know and use multiple descriptive words, including adjectives and comparatives 	 1.SL.2.4 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources
<p><u>LAFS.1.SL.2.5</u> <i>Add drawings or other visual displays to descriptions where appropriate to clarify ideas, thoughts, and feelings.</i>(2)</p>	<ul style="list-style-type: none"> • Choose a topic to speak about • Be able to describe and use adjectives • Use a picture or visual display to support or clarify content • Understand that charts, graphs, or illustrations help increase understanding of content 	 1.SL.2.5 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources
<p><u>LAFS.1.SL.2.6</u> <i>Produce complete sentences when appropriate to task and situation (See grade 1 Language Standards 1 and 3 for specific expectations.)</i>(2)</p>	<ul style="list-style-type: none"> • Use complete sentences • Know that complete sentences express a thought • Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations 	 1.SL.2.6 CPALMS Resource Page.doc McGraw-Hill Reading Wonders Resources

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Strand: Language Standards

Cluster 1: Conventions of Standard English		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.L.1.1</u> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>(2)</p> <p>a. Print <i>all</i> upper- and lowercase letters.</p> <p>b. Use <i>common, proper, and possessive</i> nouns.</p> <p>c. Use singular plural nouns <i>with matching verbs in basic sentences</i> (e.g., <i>He hops; We hop</i>).</p> <p>d. Use <i>personal, possessive, and indefinite pronouns</i> (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use <i>verbs to convey a sense of past, present, and future</i> (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use <i>frequently occurring adjectives</i>.</p> <p>g. Use <i>frequently occurring conjunctions</i> (e.g., <i>and, but, or, so because</i>).</p> <p>h. Use <i>determiners</i> (e.g., <i>articles, demonstratives</i>).</p> <p>i. Use <i>frequently occurring prepositions</i> (e.g., <i>during, beyond, toward</i>).</p> <p>j. <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p>	<ul style="list-style-type: none"> • Understand the difference between uppercase and lowercase letters • Print legibly • Understand and use proper nouns, common nouns, and pronouns • Understand and use correct verb tense to match the noun in a sentence • Understand and use verb tense to convey sense of time • Understand and use adjectives • Understand and use determiners: words that determine (limits) the meaning of a noun (e.g., <i>the book, a girl, an elephant</i>) • Understand and use demonstratives (this, that, these and those): words that show which person or thing is being referred to (e.g., This is my cat. “this” is a demonstrative) • Understand and use common prepositions: words that indicate the temporal, spatial or logical relationship of its object to the rest of the sentence (e.g., The book is on the table. “On” is the preposition) • Understand that a complete sentence has a subject and predicate • Understand and use different types of sentences (<i>declarative, interrogative, imperative, and exclamatory</i>) • Expand simple sentences in response to prompts • Understand and use linking words to expand simple sentences 	 <p>1.L.1.1 CPALMS Resource Page.doc</p> <p><u>McGraw-Hill Reading Wonders Resources</u></p>

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<p><u>LAFS.1.L.1.2</u> <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>(1)</p> <ol style="list-style-type: none"> a. <i>Capitalize dates and names of people.</i> b. <i>Use end punctuation for sentences.</i> c. <i>Use commas in dates and to separate single words in a series.</i> d. <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> e. <i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i> 	<ul style="list-style-type: none"> • Identify period, question mark, and exclamation mark • Know when to use a period, question mark, and exclamation mark • Know that the first word in a sentence, proper names, days of the week, and months are capitalized • Know that a comma separates the date from the year • Understand letter patterns and their sounds 	<div style="text-align: center;">  <p>1. L. 1. 2 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
Cluster 2: Knowledge of Language		
Standards	Content Foci	Instructional Tools
<u>LAFS.1.L.2.3</u> Not Applicable to K-1	N/A	N/A
Cluster 3: Vocabulary Acquisition and Use		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.1.L.3.4</u> <i>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.</i>(2)</p> <ol style="list-style-type: none"> a. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i> b. <i>Use frequently occurring affixes as a clue to the meaning of a word.</i> c. <i>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i> 	<ul style="list-style-type: none"> • Understand and know many common words • Understand that some words have other meanings • Use sentence-level context to help determine meaning of unknown words • Know and understand affixes to help determine or clarify meaning of unknown words • Know frequently occurring root words to help determine or clarify meaning of unknown words • Know inflectional forms (e.g., looks, looked, looking) help determine or clarify meaning of unknown words 	<div style="text-align: center;">  <p>1. L. 3. 4 CPALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>

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<p><u>LAFS.1.L.3.5</u> <i>With guidance and support from adults, demonstrate understanding, word relationships, and nuances in word meanings.(2)</i></p> <p>a. <i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts in the categories represent.</i></p> <p>b. <i>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).</i></p> <p>c. <i>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</i></p> <p>d. <i>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.</i></p>	<ul style="list-style-type: none"> • Understand parts of speech • Distinguish between nouns, verbs, adjectives • Understand that adjectives differ by intensity (e.g., large, huge, gigantic) • Understand synonyms and antonyms • Understand that words have shades or degrees of meaning • Understand and use shades of meaning for appropriate usage (e.g., look, peek, glance, stare, glare, scowl) • Understand the relationship between groups of words • Sort words into categories • Understand the connections between words and their use 	<div style="text-align: center;">  1.L.3.5 CPALMS Resource Page.doc </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.1.L.3.6</u> <i>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 too much because she likes that).(1)</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> • Provide opportunities to hear words used in different contexts • Provide opportunities to converse about grade 1 topics and texts <p>Student:</p> <ul style="list-style-type: none"> • Determine which word best describes an action, emotion, or state of being • Develop a mental bank of grade-level academic words and phrases • After hearing or reading a word in context, begin to use it in the spoken and written language • Retell the most important events, and then add details using frequently occurring conjunctions • Understand cause and effect relationships • Converse with peers about grade 1 topics naming connections/relationships between ideas and concepts using frequently occurring conjunctions 	<div style="text-align: center;">  1.L.3.6 CPALMS Resource Page.doc </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>