

D303 Core Bilingual Literacy Grade 1 - Yearlong Curriculum							
CUSD 303							
Year: 2011-2012							
KEY: Unless noted otherwise (E=English, S=Spanish), skills are applicable in both English and Spanish literacy							
Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Literature	Key Ideas and Details	RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL1 Ask and answer questions about key details in a text	RL1 Answer questions about key details in a text (e.g., who, what, where, when) with teacher support	RL1 Ask and answer questions about key details in a text to make logical inferences with teacher support	RL1 Ask and answer questions about key details in a text to make logical inferences with evidence from the text with teacher support	RL1 Ask and answer questions about key details in a text to make logical inferences with evidence from the text
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson		RL2 Retell stories orally, including key details	RL2 Retell stories orally with correct sequence, including key details	RL2 Retell stories orally, including key details, and demonstrate understanding of their central message or lesson
		RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RL3 Describe characters, settings, and major events in a story, using key details	RL3 Name characters, setting, and key events of a story with teacher support	RL3 Describe characters, settings, and major events in a story, using key details		
		RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses			RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 Explain major differences between books that tell stories and books that give information, drawing on reading of a wide range of text types	RL5 Explain major differences between fiction and informational texts with teacher support			RL5 Explain major differences between books that tell stories and books that give information, drawing on reading of a wide range of text types
		RL6 Assess how point of view and purpose shape the content and style of a text	RL6 Identify who is telling the story at various points in a text			RL6 Identify who is telling the story at various points in a text	
	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 Use illustrations and details in a story to describe its characters, setting, or events		RL7 Integrate illustrations and details in a story to describe its characters, setting, or events		
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RL8 (Not applicable to literature)				
		RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 Compare and contrast the adventures and experiences of characters in stories			RL9 Compare and contrast the adventures and experiences of characters in stories	

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Reading - Literature (<i>cont'd</i>)	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 according to D303 Benchmarks (Independent 3/C)	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 according to D303 Benchmarks (Independent 10/F)	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 according to D303 Benchmarks (Independent 12/G-14/H)	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 according to D303 Benchmarks (Independent 16I)
Reading - Informational	Key Ideas and Details	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI1 Ask and answer questions about key details in a text	RI1 Ask and answer questions about key details in a text with teacher support	RI1 Ask and answer questions about key details in a text to make logical inferences with teacher support		RI1 Ask and answer questions about key details in a text to make logical inferences with evidence from the text
		RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RI2 Identify the main topic and retell key details of a text	RI2 Identify the main topic and key details of a text with teacher support			RI2 Identify the main topic and key details of a text
		RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RI3 Describe the connection between two characters, events, ideas, or pieces of information in a text				RI3 Describe the connection between two characters, events, ideas, or pieces of information in a text
	Craft and Structure	RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text with teacher support			RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
		RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RI5 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	RI5 Locate key facts or information using various text features (e.g., headings, tables of contents, glossaries) with teacher support			RI5 Locate key facts or information using various text features (e.g., headings, tables of contents, glossaries)
		RI6 Assess how point of view and purpose shape the content and style of a text	RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text			
	Integration of Knowledge and Ideas	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 Use the illustrations and details in a text to describe its key ideas	RI7 Describe key ideas using illustrations and details with teacher support			RI7 Describe key ideas using illustrations and details
		RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI8 Identify the reasons an author gives to support points in a text	RI8 Identify the reasons an author gives to support points in a text with teacher support			RI8 Identify the reasons an author gives to support points in a text (link to persuasive writing)

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Reading - Informational <i>(cont'd)</i>	Integration of Knowledge and Ideas <i>(cont'd)</i>	RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures)	RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures) with teacher support			RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures)
	Range of Reading and Level of Text Complexity	RI0 Read and comprehend complex literary and informational texts independently and proficiently	RI10 With prompting and support, read informational texts appropriately complex for grade 1	RI10 With prompting and support, read informational texts appropriately complex for grade 1			
Reading - Foundational	Print Concepts		RF1 Demonstrate understanding of the organization and basic features of print	RF1 Locate basic features of print (early first quarter focus)			
			RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)			
							1ASLA Recognize dialogue dash (guion) in text (S)
							1ASLA Recognize quotation marks in text (S)
	Phonological Awareness		RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 Segment two-syllable words orally (early first quarter focus)			
			RF2a Distinguish long from short vowel sounds in spoken single-syllable words				RF2a Distinguish long from short vowel sounds in spoken single-syllable words (E)
			RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	RF2b Produce single-syllable words by orally blending sounds (phonemes), including consonant blends (early first quarter focus) (E)			
			RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	RF2c Segment phonemes orally in one-syllable words (early first quarter focus) (E)			
			RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	RF2d Segment phonemes orally in one-syllable words (early first quarter focus) (E)			
	Phonics and Word Recognition		RF3 Know and apply grade-level phonics and word analysis skills in decoding words	RF3 Segment and blend phonemes in one-syllable words in print (E) RF3 Identify onset in words in print (E) RF3 Identify rime in words in print (E)		RF3 Segment and blend phonemes in multisyllable words in print (E)	
				1ASLA Apply phonics to produce sounds that include M, m, /m/, P, p, /p/, T, t, /t/, D, d, /d/, N, n, /n/, F, f, /f/, Ch, ch, /ch/ (S)	1ASLA Apply phonics to produce sounds that include X, x, /x/, W, w, /w/, Y, y, /y/, H, h, /h/, C, c, /c/, /s/k/, Q, q, /k/, Z, z, /s/ (S)	1ASLA Apply phonics to produce sounds that include /b/, /br/, /cl/, /fl/, /fr/, /tr/, /tl/, /pr/, /pl/, /gl/, /gr/ (S)	

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Reading - Foundational <i>(cont'd)</i>	Phonics and Word Recognition <i>(cont'd)</i>		RF3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)	RF3a Apply phonics to decode and write words with initial digraphs of ch (E)	RF3a Apply phonics to decode and write words with initial digraphs of ch and sh (E)	RF3a Apply phonics to decode and write words with initial digraphs of ch, sh, and th (E)	RF3a Apply phonics to decode and write words with initial digraphs of ch, sh, th, and wh (E)
					1ASLA Distinguish orally between r/rr, gue/gui, je/ge, ji/gi (S)		1ASLA Distinguish between words with cc and x (S)
					1ASLA Identify words with diphthongs (S)	1ASLA Classify words with diphthongs (S)	
			RF3b Decode regularly spelled one-syllable words	RF3b Apply phonics to decode cvc words with short vowels (E)	RF3b Apply phonics to decode words with initial blends (E) RF3b Apply phonics to decode words with final double consonants and -ck (E)	RF3b Apply phonics to write words with initial blends (E) RF3b Apply phonics to write words with final double consonants and -ck (E) RF3b Apply phonics to decode long vowel words with final -e (E)	RF3b Apply phonics to decode words that include -y and R-controlled vowels (E)
			RF3c Know final -e and common vowel team conventions for representing all long vowel sounds				RF3c Write final -e when representing long vowel sounds (E)
			RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word				RF3d Apply knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (E)
			RF3e Decode two-syllable words following basic patterns by breaking the words into syllables			RF3e Decode two-syllable words following basic patterns by breaking the words into syllables	
				1ASLA Segment orally multi-syllabic words (e.g., mariposa = /ma/ - /ri/ - /po/ - /sa/) (S)	1ASLA Segment multi-syllabic words in print (S)		
				1ASLA Blend orally to form multi-syllabic words (e.g., /ma/ - /ri/ - /po/ - /sa/ = mariposa) (S)	1ASLA Blend phonemes in multi-syllabic words in print (S)		
				1ASLA Manipulate syllables orally to form new words by substituting syllables (e.g., tasa to masa) (S)			
							1ASLA Distinguish between an open and closed syllable (S)
			RF3f Read words with inflectional endings			RF3f Read words with inflectional endings	
			RF3g Recognize and read grade-appropriate irregularly spelled words	RF3g Recognize sight words in isolation with automaticity according to D303 Benchmarks (20 Dolch words) (E)	RF3g Read previously assessed sight words accurately in text (E) RF3g Recognize sight words in isolation with automaticity according to D303 Benchmarks (30 Dolch words) (E)	RF3g Read previously assessed sight words accurately in text (E) RF3g Recognize sight words in isolation with automaticity according to D303 Benchmarks (approximately 40 Dolch words) (E)	RF3g Read previously assessed sight words accurately in text (E) RF3g Recognize sight words in isolation with automaticity according to D303 Benchmarks (50 Dolch words) (E)
							1ASLA Pluralize words ending in z (S)

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Reading - Foundational <i>(cont'd)</i>	Fluency	RF10 Read and comprehend complex literary and informational texts independently and proficiently	RF4 Read with sufficient accuracy and fluency to support comprehension				RF4 Read with sufficient accuracy and fluency to support comprehension according to D303 Benchmark
			RF4a Read grade-level text with purpose and understanding				RF4a Read grade-level text with purpose and understanding
			RF4b Read grade-level text orally with accuracy, appropriate rate, and expression				RF4b Read grade-level text orally with accuracy, appropriate rate, and expression
			RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary				RF4c Confirm or self-correct word recognition and understanding, using context or rereading as necessary
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write opinion pieces in which students 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				W1 Write opinion pieces in which students 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
		W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 Write informative/explanatory texts in which students name a topic, supply some facts about the topic, and provide some sense of closure				W2 Write informative/explanatory texts to name a topic, supply some facts about the topic, and provide some sense of closure (eg plant journal)
		W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives in which students 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	W3 Write narratives to recount two or more appropriately sequenced ideas, independently	W3 Write personal narratives to 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	W3 Write fictional narratives to 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	
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W4 (Begins in grade 3)				
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 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	W5 Respond to questions from peers when sharing writing aloud with guidance and support from adults (e.g., author's chair, buddy share, etc)	W5 Respond to questions from peers when sharing writing aloud with guidance and support from adults (e.g., author's chair, buddy share, etc)	W5 Respond to questions from peers when sharing writing aloud with guidance and support from adults (e.g., author's chair, buddy share, etc)	W5 Respond to questions from peers when sharing writing aloud with guidance and support from adults (e.g., author's chair, buddy share, etc)
		W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers				W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

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Writing <i>(cont'd)</i>	Research to Build and Present Knowledge	W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 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)	W7 Participate in shared research and writing projects (e.g., shared animal research, class book, etc)	W7 Participate in shared writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)		
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	W8 Recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults (eg shared animal research, class books, etc)			W8 Recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults (e.g., a plant journal)
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 (Begins in grade 4)				
	Range of Writing	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	W10 (Begins in grade 3)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)
Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups	SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups
			SL1a 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)	SL1a Apply agreed-upon rules for discussions with adult support (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)	SL1a Apply agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)		
			SL1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges				SL1b Respond to the comments of others through multiple exchanges by building on others' talk in conversations
			SL1c Ask questions to clear up any confusion about the topics and texts under discussion				SL1c Ask questions to clear up any confusion about the topics and texts under discussion
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media	SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media with teacher support			SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
		SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood	SL3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood with teacher support			SL3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood

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Speaking and Listening <i>(cont'd)</i>	Presentation of Knowledge and Ideas	SL4Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience	SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly with teacher support			SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (e.g., social studies topics, science topics) with teacher support			SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (e.g., social studies topics, science topics)
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL6 Produce complete sentences when appropriate to the task and situation				SL6 Produce complete sentences when appropriate to the task and situation
Language	Conventions of Standard English and Spanish	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking				L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking
				4BSLA Apply appropriate syntactic structure in Spanish (S)			
			L1a Print all upper- and lowercase letters	L1a Print all upper- and lowercase letters with teacher support			L1a Print all upper- and lowercase letters
			1b Use common, proper, and possessive nouns		L1b Classify a common noun as a person, place, or thing L1b Distinguish between common and proper nouns		L1b Apply common, proper, and possessive nouns
			L1c Use singular and plural nouns with matching verbs in basic sentences (e.g., "He hops"; "We hop")	L1c Apply subject-verb agreement when writing	L1c Identify singular nouns L1c Identify plural nouns		L1c Apply singular and plural nouns with matching verbs in basic sentences (e.g., "He hops; "We hop")
				4ASLA Construct a word using -s or -es to form plural tenses of words (e.g., gato to gatos) (S)			
				4ASLA Identify noun-verb agreement (e.g., Rosa come) (S)	4ASLA Apply noun-adjective agreement (e.g., manzanas rojas) (S)		
			L1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)		L1d Apply personal pronouns (I, me, my)		L1d Apply personal, possessive and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)
			L1e 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")			L1e Apply verbs to convey a sense of past and present	L1e Apply 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")

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Language (cont'd)	Conventions of Standard English and Spanish (cont'd)				4ASLA Identify present tense of regular verbs (e.g., como manzanas) (S)	4ASLA Apply present tense of regular verbs (e.g., como manzanas) (S)	
					4ASLA Identify past tense of regular verbs (e.g., comi manzanas) (S)	4ASLA Apply past tense of regular verbs (e.g., comi manzanas) (S)	
						4ASLA Conjugate ser vs (S)	
						4ASLA Conjugate ir (S)	
						4ASLA Conjugate hacer (S)	
						4ASLA Apply simple future tense (e.g., voy a comer) (S)	4ASLA Apply future tense (e.g., comere manzanas) (S)
			L1f Use frequently occurring adjectives			L1f Construct a sentence using at least one adjective	L1f Apply frequently occurring adjectives
			L1g Use frequently occurring conjunctions (e.g., and, but, or, so, because)				L1g Apply frequently occurring conjunctions (e.g., and, but, or, so, because)
			L1h Use determiners (e.g., articles, demonstratives)				1Lh Apply determiners (e.g., articles, demonstratives)
				L4b Apply understanding of the most frequently occurring prefixes and suffixes (e.g., re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word			
				4ASLA Articulate agreement between definite articles and nouns (e.g., el carro, la chica) (S)	4ASLA Construct a sentence with agreement between definite articles and nouns (e.g., el carro, la chica) (S)		
			L1i Use frequently occurring prepositions				L1i Apply frequently occurring prepositions
			L1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	L1j Produce a simple, declarative sentence in response to a prompt	L1j Produce simple and compound declarative sentences in response to a prompt L1j Produce simple interrogative sentences in response to a prompt	L1j Produce simple, imperative and exclamatory sentences in response to a prompt	L1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
		L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing				L2 Apply conventions of standard English and Spanish capitalization, punctuation, and spelling when writing
			L2a Capitalize dates and names of people			L2a Capitalize dates (E) and names of people	
			L2b Use end punctuation for sentences	L2b Apply end punctuation for sentences (periods)	L2b Apply end punctuation for sentences (question marks)	L2b Apply end punctuation for sentences (exclamation marks)	L2b Apply end punctuation for all types of sentences

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Language (cont'd)	Conventions of Standard English and Spanish (cont'd)		L2c Use commas in dates and to separate single words in a series				L2c Apply commas in dates and to separate single words in a series
			L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				L2d Apply conventional spelling for words with common spelling patterns and for grade 1 Dolch words
			L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
						1ASLA Construct new words from word families (e.g., pez, pescado, pescador) (S)	
	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style and to comprehend more fully when reading or listening	L3 (Begins in grade 2)				
	Vocabulary Acquisition and Use	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	L4 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	L4 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 with teacher support			L4 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
			L4a Use sentence-level context as a clue to the meaning of a word or phrase	L4a Apply sentence-level context as a clue to the meaning of a word or phrase with teacher support			L4a Apply sentence-level context as a clue to the meaning of a word or phrase
			L4b Use frequently occurring affixes as a clue to the meaning of a word				L4b Apply frequently occurring affixes as a clue to the meaning of a word
			L4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)			L4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) with teacher support	L4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings				L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
			L5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	L5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent with teacher support			L5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Language (<i>cont'd</i>)	Vocabulary Acquisition and Use (<i>cont'd</i>)		L5b 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")	L5b 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") with teacher support			L5b 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")
			L5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)	L5c Identify real-life connections between words and their use (e.g., note places at home that are cozy) with teacher support			L5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)
			L5d 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				L5d 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
		L6 Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	L6 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 Nibblet because she nibbles too much because she likes that")	L6 Apply 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 Nibblet because she nibbles too much because she likes that") with teacher support			L6 Apply 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 Nibblet because she nibbles too much because she likes that")