

First Grade 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>1LA.A.1: ask and answer questions about key details in a text, such as who, what, when, where, why, and how</p> <p>1LA.A.2: retell stories in sequential order, including key details, and demonstrate understanding of the central message</p> <p>1LA.A.3: describe main characters, settings, and major events in a story, using key details</p> <p>1LA.A.6: identify and explain who is telling or speaking at various points in a text</p> <p>1LA.A.7: use illustrations and details in the text to predict and to describe the characters, settings, or events</p> <p>1LA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for first grade</p>	<p>1LA.D.26: write narratives by recounting two or more appropriately sequenced events</p> <p>1LA.D.26.a: provide a beginning for the story using story beginnings (e.g., one day, last winter, once upon a time)</p> <p>1LA.D.26.b: use words to signal event order (e.g., and, then, so)</p> <p>1LA.D.26.c: provide an ending</p> <p>1LA.D.26.d: write a story across three or more pages with a clear beginning, middle, and end</p> <p>1LA.D.26.e: tell, draw, and write stories across pages</p> <p>1LA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>1LA.D.31.c: in narrative writing, imagine or remember to include details about what is going on, who was there, where they were, character reactions and feelings, sensory details, and events that happened</p>

First Grade 2022-2023 Instructional Calendar

Q1: Unit 2 Informational Reading AKS	Q1: Unit 2 Informational Writing AKS
<p>1LA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how</p> <p>1LA.B.11: identify the main topic and retell key details of a text in a logical order</p> <p>1LA.B.14: use various text features (e.g., headings, tables of content, glossaries, electronic menus, and icons) to locate key facts or information in a text</p> <p>1LA.B.16: describe how illustrations or photographs support the informational text</p> <p>1LA.B.19: read and comprehend informational text of appropriate complexity for first grade</p>	<p>1LA.D.25: write informative/explanatory texts</p> <p>1LA.D.25.a: state the topic at the beginning of the writing to grab reader's attention</p> <p>1LA.D.25.b: write different parts about the topic on different pages across pages</p> <p>1LA.D.25.c: provide an ending</p> <p>1LA.D.25.e: create different types of informational writing including all-about books and how-to books</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.29: participate in shared research and writing projects (e.g., exploring a number of how-to books on a given topic and use them to write a sequence of instructions)</p> <p>1LA.D.30: recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>1LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>1LA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p>

Q1 Reading Foundations AKS
<p>1LA.C.20: demonstrate understanding of the organization and basic features of print</p> <p>1LA.C.20.a: recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>1LA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>1LA.C.21.a: distinguish long from short vowel sounds in spoken single-syllable words</p> <p>1LA.C.21.b: orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>1LA.C.21.c: isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p> <p>1LA.C.21.d: segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>1LA.C.22: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>1LA.C.23: read with sufficient accuracy and fluency to support comprehension</p> <p>1LA.C.23.a: read on-level text with purpose and understanding</p>

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1LA.C.23.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

1LA.C.23.e: read common sight words

Q1 Language AKS

1LA.F.39.a: print all upper and lowercase letters legibly, using appropriate letter formation and spacing between letters, words, and sentences

1LA.F.39.b: use common, proper, and possessive nouns

1LA.F.39.c: use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop.)

1LA.F.39.d: use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)

1LA.F.39.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)

1LA.F.39.f: use frequently occurring adjectives

1LA.F.40.a: capitalize dates and names of people, months, and days

1LA.F.40.b: use end punctuation for sentences

1LA.F.40.d: use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

1LA.F.40.e: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

1LA.F.42.a: sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent

Q1 Speaking and Listening AKS

1LA.E.33: participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

1LA.E.33.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)

1LA.E.36: describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

1LA.E.37: add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Opinion Writing AKS
<p>1LA.A.1: ask and answer questions about key details in a text, such as who, what, when, where, why, and how</p> <p>1LA.A.2: retell stories in sequential order, including key details, and demonstrate understanding of the central message</p> <p>1LA.A.3: describe main characters, settings, and major events in a story, using key details</p> <p>1LA.A.4: ask and answer questions to determine the meaning of words and phrases as they are used in a text; describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p> <p>1LA.A.5: describe the overall structure of a story, including beginning, middle, and end</p> <p>1LA.A.7: use illustrations and details in the text to predict and to describe the characters, settings, or events</p> <p>1LA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for first grade</p>	<p>1LA.D.24: write opinion pieces that refer back to the claim and offer possible action steps including solutions or responses</p> <p>1LA.D.24.a: introduce the topic or name the book that is written about and state an opinion</p> <p>1LA.D.24.b: use transition words to say more about an opinion (e.g., and, because)</p> <p>1LA.D.24.c: provide an ending</p> <p>1LA.D.24.d: write an opinion text across pages with clear parts that teach about the topic</p> <p>1LA.D.24.e: create opinion writing including book reviews</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Informational Writing AKS
<p>1LA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how</p> <p>1LA.B.11: identify the main topic and retell key details of a text in a logical order</p> <p>1LA.B.12: identify and describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>1LA.B.13: ask and answer questions to determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.15: identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>1LA.B.16: describe how illustrations or photographs support the informational text</p> <p>1LA.B.17: identify reasons an author gives to support points in a text</p> <p>1LA.B.19: read and comprehend informational text of appropriate complexity for first grade</p>	<p>1LA.D.25: write informative/explanatory texts</p> <p>1LA.D.25.a: state the topic at the beginning of the writing to grab reader's attention</p> <p>1LA.D.25.b: write different parts about the topic on different pages across pages</p> <p>1LA.D.25.c: provide an ending</p> <p>1LA.D.25.d: tell about the topic part by part (e.g., kinds of tigers, places tigers live)</p> <p>1LA.D.25.e: create different types of informational writing including all-about books and how-to books</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.29: participate in shared research and writing projects (e.g., exploring a number of how-to books on a given topic and use them to write a sequence of instructions)</p> <p>1LA.D.30: recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults</p> <p>1LA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q2: Reading Foundations AKS

- 1LA.C.21: demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- 1LA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
 - 1LA.C.22.a: know the spelling-sound correspondences for common consonant digraphs
 - 1LA.C.22.b: decode regularly spelled one-syllable words
 - 1LA.C.22.c: know final -e and common vowel team conventions for representing long vowel sounds
 - 1LA.C.22.d: use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
 - 1LA.C.22.e: decode two-syllable words following basic patterns by breaking the words into syllables
 - 1LA.C.22.f: read words with inflectional endings
- 1LA.C.23: read with sufficient accuracy and fluency to support comprehension
 - 1LA.C.23.a: read on-level text with purpose and understanding
 - 1LA.C.23.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
 - 1LA.C.23.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
 - 1LA.C.23.d: read grade-appropriate irregularly spelled words
 - 1LA.C.23.e: read common sight words

Q2: Language AKS

- 1LA.F.39.a: print all upper and lowercase letters legibly, using appropriate letter formation and spacing between letters, words, and sentences
- 1LA.F.39.g: use frequently occurring conjunctions (e.g., and, but, or, so, because)
- 1LA.F.40.c: use commas in dates and to separate single words in a series
- 1LA.F.40.d: use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1LA.F.40.e: spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- 1LA.F.41.a: use sentence-level context as a clue to the meaning of a word or phrase
- 1LA.F.41.b: use frequently occurring affixes as clues to the meanings of words
- 1LA.F.41.c: use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- 1LA.F.42.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)

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Q2: Speaking and Listening AKS

1LA.E.33.b: build on others' talk in conversations by responding to the comments of others through multiple exchanges

1LA.E.33.c: ask questions to clear up any confusion about the topics and texts under discussion

1LA.E.34: ask and answer questions about key details in a text read aloud or information presented orally or through other media

1LA.E.35: ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

1LA.E.36: describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

1LA.E.37: add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

1LA.E.38: produce complete sentences when appropriate to task and situation

First Grade 2022-2023 Instructional Calendar

Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Narrative Writing AKS
<p>1LA.A.1: ask and answer questions about key details in a text, such as who, what, when, where, why, and how</p> <p>1LA.A.2: retell stories in sequential order, including key details, and demonstrate understanding of the central message</p> <p>1LA.A.3: describe main characters, settings, and major events in a story, using key details</p> <p>1LA.A.4: ask and answer questions to determine the meaning of words and phrases as they are used in a text; describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p> <p>1LA.A.5: describe the overall structure of a story, including beginning, middle, and end</p> <p>1LA.A.6: identify and explain who is telling or speaking at various points in a text</p> <p>1LA.A.8: compare and contrast the adventures and experiences of main characters in stories</p> <p>1LA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for first grade</p>	<p>1LA.D.26: write narratives by recounting two or more appropriately sequenced events</p> <p>1LA.D.26.a: provide a beginning for the story using story beginnings (e.g., one day, last winter, once upon a time)</p> <p>1LA.D.26.b: use words to signal event order (e.g., and, then, so)</p> <p>1LA.D.26.c: provide an ending</p> <p>1LA.D.26.d: write a story across three or more pages with a clear beginning, middle, and end</p> <p>1LA.D.26.e: tell, draw, and write stories across pages</p> <p>1LA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.31.c: in narrative writing, imagine or remember to include details about what is going on, who was there, where they were, character reactions and feelings, sensory details, and events that happened</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Opinion Writing AKS
<p>1LA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how</p> <p>1LA.B.11: identify the main topic and retell key details of a text in a logical order</p> <p>1LA.B.12: identify and describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>1LA.B.13: ask and answer questions to determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.14: use various text features (e.g., headings, tables of content, glossaries, electronic menus, and icons) to locate key facts or information in a text</p> <p>1LA.B.15: identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>1LA.B.17: identify reasons an author gives to support points in a text</p> <p>1LA.B.18: compare and contrast similarities and differences (e.g., in illustrations, descriptions, or procedures) between two texts on the same topic, using examples from the texts</p> <p>1LA.B.19: read and comprehend informational text of appropriate complexity for first grade</p>	<p>1LA.D.24: write opinion pieces that refer back to the claim and offer possible action steps including solutions or responses</p> <p>1LA.D.24.a: introduce the topic or name the book that is written about and state an opinion</p> <p>1LA.D.24.b: use transition words to say more about an opinion (e.g., and, because)</p> <p>1LA.D.24.c: provide an ending</p> <p>1LA.D.24.d: write an opinion text across pages with clear parts that teach about the topic</p> <p>1LA.D.24.e: create opinion writing including book reviews</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.31.a: in opinion writing, collect and provide information about the topic and the opinion for readers so that readers believe and understand the writer's feelings about the topic</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Reading Foundations AKS

- 1LA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
- 1LA.C.22.a: know the spelling-sound correspondences for common consonant digraphs
- 1LA.C.22.b: decode regularly spelled one-syllable words
- 1LA.C.22.c: know final -e and common vowel team conventions for representing long vowel sounds
- 1LA.C.22.d: use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- 1LA.C.22.e: decode two-syllable words following basic patterns by breaking the words into syllables
- 1LA.C.22.f: read words with inflectional endings
- 1LA.C.23: read with sufficient accuracy and fluency to support comprehension
- 1LA.C.23.a: read on-level text with purpose and understanding
- 1LA.C.23.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- 1LA.C.23.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 1LA.C.23.d: read grade-appropriate irregularly spelled words
- 1LA.C.23.e: read common sight words

Q3: Language AKS

- 1LA.F.39.h: use determiners (e.g., articles, demonstratives)
- 1LA.F.39.i: use frequently occurring prepositions (e.g., during, beyond, toward)
- 1LA.F.39.j: produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)
- 1LA.F.39.k: alphabetize to the first letter
- 1LA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 1LA.F.42.c: identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1LA.F.42.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., large, gigantic) by defining or choosing them or by acting out the meanings
- 1LA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

Q3: Speaking and Listening AKS

- 1LA.E.33: participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- 1LA.E.34: ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 1LA.E.35: ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1LA.E.36: describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1LA.E.38: produce complete sentences when appropriate to task and situation

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Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Narrative Writing AKS
<p>1LA.A.1: ask and answer questions about key details in a text, such as who, what, when, where, why, and how</p> <p>1LA.A.2: retell stories in sequential order, including key details, and demonstrate understanding of the central message</p> <p>1LA.A.3: describe main characters, settings, and major events in a story, using key details</p> <p>1LA.A.4: ask and answer questions to determine the meaning of words and phrases as they are used in a text; describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p> <p>1LA.A.5: describe the overall structure of a story, including beginning, middle, and end</p> <p>1LA.A.6: identify and explain who is telling or speaking at various points in a text</p> <p>1LA.A.7: use illustrations and details in the text to predict and to describe the characters, settings, or events</p> <p>1LA.A.8: compare and contrast the adventures and experiences of main characters in stories</p> <p>1LA.A.9: read and comprehend literature, including stories and poems, of appropriate complexity for first grade</p>	<p>1LA.D.26: write narratives by recounting two or more appropriately sequenced events</p> <p>1LA.D.26.a: provide a beginning for the story using story beginnings (e.g., one day, last winter, once upon a time)</p> <p>1LA.D.26.b: use words to signal event order (e.g., and, then, so)</p> <p>1LA.D.26.c: provide an ending</p> <p>1LA.D.26.d: write a story across three or more pages with a clear beginning, middle, and end</p> <p>1LA.D.26.e: tell, draw, and write stories across pages</p> <p>1LA.D.26.f: create different types of narrative writing including true stories and fictional stories</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.31.c: in narrative writing, imagine or remember to include details about what is going on, who was there, where they were, character reactions and feelings, sensory details, and events that happened</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Informational Writing AKS
<p>1LA.B.10: ask and answer questions about key details in a text, such as who, what, where, when, why, and how</p> <p>1LA.B.11: identify the main topic and retell key details of a text in a logical order</p> <p>1LA.B.12: identify and describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>1LA.B.13: ask and answer questions to determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.14: use various text features (e.g., headings, tables of content, glossaries, electronic menus, and icons) to locate key facts or information in a text</p> <p>1LA.B.15: identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>1LA.B.16: describe how illustrations or photographs support the informational text</p> <p>1LA.B.17: identify reasons an author gives to support points in a text</p> <p>1LA.B.18: compare and contrast similarities and differences (e.g., in illustrations, descriptions, or procedures) between two texts on the same topic, using examples from the texts</p> <p>1LA.B.19: read and comprehend informational text of appropriate complexity for first grade</p>	<p>1LA.D.25: write informative/explanatory texts</p> <p>1LA.D.27: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>1LA.D.28: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>1LA.D.29: participate in shared research and writing projects (e.g., exploring a number of how-to books on a given topic and use them to write a sequence of instructions)</p> <p>1LA.D.31.b: in informational writing, include details that teach information by answering questions such as who, what, when, where, why, and how</p> <p>1LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q4: Reading Foundations AKS

- 1LA.C.22: know and apply grade-level phonics and word analysis skills in decoding words
- 1LA.C.22.a: know the spelling-sound correspondences for common consonant digraphs
- 1LA.C.22.b: decode regularly spelled one-syllable words
- 1LA.C.22.c: know final -e and common vowel team conventions for representing long vowel sounds
- 1LA.C.22.d: use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- 1LA.C.22.e: decode two-syllable words following basic patterns by breaking the words into syllables
- 1LA.C.22.f: read words with inflectional endings
- 1LA.C.23: read with sufficient accuracy and fluency to support comprehension
- 1LA.C.23.a: read on-level text with purpose and understanding
- 1LA.C.23.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- 1LA.C.23.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 1LA.C.23.d: read grade-appropriate irregularly spelled words
- 1LA.C.23.e: read common sight words

Q4: Language AKS

- 1LA.F.39: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 1LA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 1LA.F.41: 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
- 1LA.F.41.d: use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meanings of words and phrases (with guidance and support)
- 1LA.F.42: demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults
- 1LA.F.43: use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

Q4: Speaking and Listening AKS

- 1LA.E.33: participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- 1LA.E.34: ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 1LA.E.35: ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1LA.E.36: describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1LA.E.37: add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1LA.E.38: produce complete sentences when appropriate to task and situation