

Standards aligned with the Common Core State Standards are shared below with the given trimesters in which each standard is emphasized in the Sauk Prairie Schools

RL: Reading Standards for Literature	T1	T2	T3
<i>Key Ideas and Details</i>			
RL.1.1: Ask and answer questions about key details in a text.	X		
RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X		
RL.1.3: Describe characters, settings, and major events in a story, using key details.	X		
<i>Craft and Structure</i>			
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X		
RL.1.5: Explain differences between books that tell stories and books that give information, drawing on a wide range of text types.	X		
RL.1.6: Identify who is telling the story at various points in a text.		X	X
<i>Integration of Knowledge and Ideas</i>			
RL.1.7: Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	X		X
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.		X	X
RL.1.10: With prompting and support, read appropriately complex prose and poetry for grade 1.			X
RI: Reading Standards for Informational Text	T1	T2	T3
<i>Key Ideas and Details</i>			
RI.1.1: Ask and answer questions about key details in a text.	X		
RI.1.2: Identify the main topic and retell key details of a text.	X		
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X		
<i>Craft and Structure</i>			
RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X		
RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, icons) to locate key facts or information in a text.	X		
RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X		
<i>Integration of Knowledge and Ideas</i>			
RI.1.7: Use pictures, illustrations, and details in a text to describe its key ideas.		X	
RI.1.8: Identify the reasons an author gives to support points in a text.		X	
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		X	
RI.1.10: With prompting and support, read appropriately complex informational texts for grade 1.		X	X
RF: Foundational Skills: First Grade	T1	T2	T3
RF.1.1: Demonstrate understanding of the organization and basic features of print.	X		
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	X	X	
RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	X	X	X

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W: Writing Standards: First Grade	T1	T2	T3
W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			X
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		X	
W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	X		X
W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	X	X	X
W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	X	X	X
W.1.7: Participate in shared research and writing projects (e.g., explore a number of —how-to books on a given topic and use them to write a sequence of instructions).		X	
W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X
SL: Speaking and Listening: First Grade	T1	T2	T3
<i>Comprehension and Collaboration</i>			
SL.1.1: Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	X		
SL.1.2: Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.	X	X	X
SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X
<i>Presentation of Knowledge and Ideas</i>			
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X	X
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X	X	X
SL.1.6: Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	X		X
L: Language Standards: First Grade	T1	T2	T3
L.1.1: Observe conventions of grammar and usage when writing or speaking.	X	X	X
L.1.2: Observe conventions of capitalization, punctuation, and spelling when writing.		X	X
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.			X
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	X	X	X
L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).	X	X	X