

Learning Progressions

GRADE
1

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 1

STANDARD

RL.1.1 Ask and answer questions about key details in a text.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text <input type="checkbox"/> Ask questions about key details in a text <input type="checkbox"/> Answer questions about key details in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about key details in a text <input type="checkbox"/> Answer questions about key details in a text <input type="checkbox"/> Consistently demonstrate RL.1.1 grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> To demonstrate understanding of key details in a text, ask such questions as <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How <input type="checkbox"/> To demonstrate understanding of key details in a text, answer such questions as <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How

STANDARD

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Retell stories	<input type="checkbox"/> Include key details, when retelling stories	<input type="checkbox"/> Demonstrate understanding of their central message or lesson <input type="checkbox"/> Consistently demonstrates RL.1.1 grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Recount stories <input type="checkbox"/> Recount stories from diverse cultures <ul style="list-style-type: none"> <input type="checkbox"/> Fables <input type="checkbox"/> Folktales <input type="checkbox"/> Demonstrate understanding of their central message, lesson, or moral

STANDARD

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify characters <input type="checkbox"/> Identify settings <input type="checkbox"/> Identify major events 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe characters in a story <input type="checkbox"/> Describe settings in a story <input type="checkbox"/> Describe major events in a story 	<ul style="list-style-type: none"> <input type="checkbox"/> Using key details, describe characters in a story <input type="checkbox"/> Using key details, describe settings in a story <input type="checkbox"/> Using key details, describe major events in a story <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Describe how characters in a story respond to: <ul style="list-style-type: none"> <input type="checkbox"/> Major events <input type="checkbox"/> Challenges

STANDARD

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize that words can suggest feelings <input type="checkbox"/> Recognize that words can appeal to the senses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words in stories or poems that suggest feelings <input type="checkbox"/> Identify words in stories or poems that appeal to the senses <input type="checkbox"/> Recognize that phrases can suggest feelings <input type="checkbox"/> Recognize that phrases can appeal to the senses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify phrases in stories or poems that suggest feelings <input type="checkbox"/> Identify phrases in stories or poems that appeal to the senses <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Describe how words supply rhythm in a story, poem, or song <input type="checkbox"/> Describe how words supply meaning in a story, poem, or song <input type="checkbox"/> Describe how phrases supply rhythm in a story, poem, or song <input type="checkbox"/> Describe how phrases supply meaning in a story, poem, or song

STANDARD

RL.1.5 Explain major differences between books that tell stories and books that give information.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify differences between books that tell stories and books that give information 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify major differences between books that tell stories and books that give information 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain major differences between books that tell stories and books that give information <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Describe the overall structure of a story <input type="checkbox"/> How the beginning introduces the story <input type="checkbox"/> The events unfold in the middle <input type="checkbox"/> The ending concludes the action

STANDARD

RL.1.6 Identify who is telling the story at various points in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the narration in the story	<input type="checkbox"/> Identify where narration shifts within the story	<input type="checkbox"/> Identify who is telling the story at various points in the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Distinguish differences in the points of view of characters <input type="checkbox"/> Speak in a different voice for each character when reading dialogue aloud

STANDARD

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"><input type="checkbox"/> Describe characters, setting, or events in a story	<ul style="list-style-type: none"><input type="checkbox"/> Identify illustrations that tell more about a story's characters, setting, or events<input type="checkbox"/> Identify details that tell more about a story's characters, setting, or events	<ul style="list-style-type: none"><input type="checkbox"/> Use illustrations in a story to describe its characters, setting, or events<input type="checkbox"/> Use details in a story to describe its characters, setting, or events<input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task<input type="checkbox"/> Uses information gained from the illustrations in a print or digital text to demonstrate understanding of its characters, setting, or plot<input type="checkbox"/> Uses information gained from the words in a print or digital text to demonstrate understanding of its characters, setting, or plot

STANDARD

RL.1.8 Not applicable in literature.

STANDARD

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify the adventures of characters in familiar stories <input type="checkbox"/> Identify the experiences of characters in familiar stories 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the adventures of characters in familiar stories <input type="checkbox"/> Compare the experiences of characters in familiar stories 	<ul style="list-style-type: none"> <input type="checkbox"/> Contrast the adventures of characters in familiar stories <input type="checkbox"/> Contrast the experiences of characters in familiar stories <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Compare two or more versions of the same story by different authors or from different cultures <input type="checkbox"/> Contrast two or more versions of the same story by different authors or from different cultures

STANDARD

RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read literature of appropriate complexity for grade 1 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read literature of appropriate complexity for grade 1 for sustained periods of time 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand literature of appropriate complexity for grade 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Independently read and understand literature within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand literature within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand literature within the 2-3 complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature

Reading Informational Text – Grade 1

STANDARD

RI.1.1 Ask and answer questions about key details in a text.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text <input type="checkbox"/> Ask questions about key details in a text <input type="checkbox"/> Answer questions about key details in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about key details in a text <input type="checkbox"/> Answer questions about key details in a text <input type="checkbox"/> Consistently demonstrate grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> To demonstrate understanding of key details in a text, ask such questions as <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How <input type="checkbox"/> To demonstrate understanding of key details in a text, answer such questions as <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How

STANDARD

RI.1.2 Identify the main topic and retell key details of a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the main topic of a text	<input type="checkbox"/> Identify key details of a text	<input type="checkbox"/> Retell key details of a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Identify the main topic of a multi-paragraph text <input type="checkbox"/> Identify the focus of specific paragraphs within the text

STANDARD

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify two individuals, events, ideas, or pieces of information in a text	<input type="checkbox"/> Describe each of the two individuals, events, ideas, or pieces of information in a text	<input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

STANDARD

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify words that require further understanding or clarity	<input type="checkbox"/> Ask questions to help determine or clarify the meaning of words in a text <input type="checkbox"/> Answer questions to help determine or clarify the meaning of words in a text <input type="checkbox"/> Identify phrases that require further understanding or clarity	<input type="checkbox"/> Ask questions to help determine or clarify the meaning of phrases in a text <input type="checkbox"/> Answer questions to help determine or clarify the meaning of phrases in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Determine the meaning of words in a text relevant to a grade 2 topic or subject area <input type="checkbox"/> Determine the meaning of phrases in a text relevant to a grade 2 topic or subject area

STANDARD

RI.1.5 Know and use various text features to locate key facts or information in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Know various text features	<input type="checkbox"/> Know various text features in a text	<input type="checkbox"/> Use various text features to locate key facts or information in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Efficiently use various text features to locate key facts or information in a text

STANDARD

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Understand picture or illustrations and words provide information 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies information provided by pictures or other illustrations in a text <input type="checkbox"/> Identifies information provided by the words in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Identify the author's main purpose of a text <ul style="list-style-type: none"> <input type="checkbox"/> Include what the author wants to answer, explain, or describe

STANDARD

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify illustrations in a text <input type="checkbox"/> Identify details in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the key ideas in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the illustrations in a text to describe its key ideas <input type="checkbox"/> Use the details in a text to describe its key ideas <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Explain how specific images contribute to a text <input type="checkbox"/> Explain how specific images clarify a text

STANDARD

RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.

Beginning	Progressing	Applying	Extending
<p>With guidance and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that authors give reasons to support their ideas 	<p>With guidance and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the ideas an author provides in a text 	<p>With guidance and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the reasons an author gives to support ideas in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task

STANDARD

RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the common topic between texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare two texts on the same topic <input type="checkbox"/> Contrast two texts on the same topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify basic similarities between two texts on the same topic <input type="checkbox"/> Identify basic differences between two texts on the same topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text within the 2-3 grade band and/or an increasingly complex task <input type="checkbox"/> Compare the most important points presented by two texts on the same topic <input type="checkbox"/> Contrast the most important points presented by two texts on the same topic

STANDARD

RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read informational texts appropriately complex for grade 1 <input type="checkbox"/> Understand informational texts appropriately complex for grade 1 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read informational texts of appropriate complexity for grade 1 for sustained periods of time 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand informational texts of appropriate complexity for grade 1 <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Independently read and understand informational text within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand informational text within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand informational text within the 2-3 complexity band for sustained periods of time <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text

Writing – Grade 1

STANDARD

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 closure.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. 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.

Beginning	Progressing	Applying	Extending
W.1.1			
<input type="checkbox"/> Write opinion pieces in which they introduce the topic or name the book they are writing about	<input type="checkbox"/> Write opinion pieces in which they state an opinion	<input type="checkbox"/> Write opinion pieces in which they: <ul style="list-style-type: none"> <input type="checkbox"/> supply a reason for the opinion <input type="checkbox"/> provide closure 	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write opinion pieces in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Supply reasons that support the opinion <input type="checkbox"/> Use linking words to connect opinion and reasons <input type="checkbox"/> Provide a concluding statement or section
W.1.1a			
With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Gather information and ideas 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.1.1b

With guidance and support from adults,

- Respond to questions and suggestions from peers
- Add details to strengthen writing as needed
- Identify the topic or name of the book they are writing about

With guidance and support from adults,

- Name the topic or book they are writing about

With guidance and support from adults,

- Focus on the topic
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from adults,

- Focus on a topic
- Strengthen writing as needed by revising and editing

With guidance and support from peers,

- Focus on a topic
- Strengthen writing as needed by revising and editing

STANDARD

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.
 a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 b. 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.

Beginning	Progressing	Applying	Extending
W.1.2			
<input type="checkbox"/> Write informative/ explanatory texts in which they name a topic	<input type="checkbox"/> Write informative/ explanatory texts in which they supply some facts about the topic	<input type="checkbox"/> Write informative/ explanatory texts in which they provide closure	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write informative/ explanatory texts in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic <input type="checkbox"/> Use facts to develop points <input type="checkbox"/> Use definitions to develop points <input type="checkbox"/> Provide a concluding statement or section
W.1.2a			
<p>With guidance and support from adults,</p> <input type="checkbox"/> Gather information and ideas	<p>With guidance and support from adults,</p> <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic	<p>With guidance and support from adults,</p> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.1.2b

With guidance and support from adults,

- Respond to questions and suggestions from peers
- Add details to strengthen writing as needed
- Identify the topic

With guidance and support from adults,

- Name the topic

With guidance and support from adults,

- Focus on a topic
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from adults,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

With guidance and support from peers,

- Focus on a topic
- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

STANDARD

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. 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.

Beginning	Progressing	Applying	Extending
W.1.3			
<input type="checkbox"/> Write narratives in which they recount two or more events	<input type="checkbox"/> Write narratives in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Include some details regarding what happened <input type="checkbox"/> Use temporal transition words to signal event order <input type="checkbox"/> Determine when some sense of closure needed 	<input type="checkbox"/> Write narratives in which they provide some sense of closure	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <input type="checkbox"/> Write narratives in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Recount a well-elaborated event or short sequence of events <input type="checkbox"/> Include details to describe: <ul style="list-style-type: none"> <input type="checkbox"/> Actions <input type="checkbox"/> Thoughts <input type="checkbox"/> Feelings
W.1.3a			
With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Gather information and ideas 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.1.3b

With guidance and support from adults,

- Respond to questions and suggestions from peers
- Add details to strengthen writing as needed
- Identify the topic

With guidance and support from adults,

- Name the topic

With guidance and support from adults,

- Focus on a topic
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

With guidance and support from adults,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

With guidance and support from peers,

- Focus on a topic
- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

STANDARD

W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing in a whole group setting <input type="checkbox"/> Use digital tools and resources to publish writing in a whole group setting 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> In collaboration with peers, use digital tools and resources to produce writing <input type="checkbox"/> In collaboration with peers, use digital tools and resources to publish writing <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

STANDARD

W.1.5 Participate in shared research and writing projects.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared investigation of grade appropriate topics 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared research 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared writing projects <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task

STANDARD

W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine personal experiences in which to draw from <input type="checkbox"/> Demonstrate understanding of provided sources 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall information from experiences <input type="checkbox"/> Gather information from provided sources 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer a question, using recalled information from experiences or gathered information <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task <input type="checkbox"/> Independently demonstrates grade-level proficiency

Speaking and Listening – Grade 1

STANDARD

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Beginning	Progressing	Applying	Extending
SL.1.1			
<input type="checkbox"/> Participate in collaborative conversations	<input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults	<input type="checkbox"/> In small groups, participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults <input type="checkbox"/> In larger groups, participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topic, and/or task
SL.1.1a			
<input type="checkbox"/> Help develop rules for discussions	<input type="checkbox"/> Understand agreed-upon rules for discussions	<input type="checkbox"/> Follow agreed-upon rules for discussions <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.1.1b

Continue a conversation through multiple exchanges

Build on others' talk in conversations

Respond to the comments of others through multiple exchanges

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
 Link comments to the remarks of others

SL.1.1c

Ask questions about the topics and texts under discussion

Determine any confusion about the topics and texts under discussion

Ask questions to clear up any confusion about the topics and texts under discussion

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
 Ask for clarification and further explanation as needed about the topics and texts under discussion

STANDARD

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Ask questions about key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Answer questions about key details in a text read aloud or information presented orally or through other media 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate details for their importance <input type="checkbox"/> Identify key details in a text read aloud or information presented orally or through other media 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Answer questions about key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Consistently demonstrate grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Identify key ideas in a text read aloud or information presented orally or through other media <input type="checkbox"/> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Monitor comprehension of what the speaker says <input type="checkbox"/> Determine when: <ul style="list-style-type: none"> <input type="checkbox"/> Additional information is needed <input type="checkbox"/> Something is not understood 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about what a speaker says <input type="checkbox"/> Answer questions about what a speaker says 	<ul style="list-style-type: none"> <input type="checkbox"/> Gather additional information <input type="checkbox"/> Clarify something that is not understood <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Clarify comprehension <input type="checkbox"/> Deepen understanding of a topic or issue

STANDARD

SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly express: <ul style="list-style-type: none"> <input type="checkbox"/> Ideas <input type="checkbox"/> Feelings 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce complete sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce complete sentences to describe: <ul style="list-style-type: none"> <input type="checkbox"/> People <input type="checkbox"/> Places <input type="checkbox"/> Things <input type="checkbox"/> Events with relevant details <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Speak audibly in coherent sentences <input type="checkbox"/> Tell a story or recount an experience with: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate facts <input type="checkbox"/> Relevant details <input type="checkbox"/> Descriptive details

STANDARD

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Add drawings or other visual displays related to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Add drawings or other visual displays to support descriptions <input type="checkbox"/> Determine the need for clarification on ideas, thoughts, and feelings 	<ul style="list-style-type: none"> <input type="checkbox"/> Add drawings or other visual displays to descriptions when appropriate to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify ideas <input type="checkbox"/> Clarify thoughts <input type="checkbox"/> Clarify feelings <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Determine the need for clarification on ideas, thoughts, and feelings in stories or recounts of experiences <input type="checkbox"/> Add drawings or other visual displays to stories or recounts of experiences when appropriate to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify ideas <input type="checkbox"/> Clarify thoughts <input type="checkbox"/> Clarify feelings <input type="checkbox"/> Create audio recordings of stories or poems

Language – Grade 1

STANDARD

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Demonstrate proficiency within the K-1 grammar continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of how singular nouns match verbs in basic sentences <input type="checkbox"/> Demonstrate understanding of how plural nouns match verbs in basic sentences <input type="checkbox"/> Demonstrate understanding of frequently occurring nouns and regular plural nouns <input type="checkbox"/> Demonstrate understanding of common, proper, and possessive nouns <input type="checkbox"/> Demonstrate understanding of frequently occurring verbs <input type="checkbox"/> Demonstrate understanding of verbs that convey sense of time <input type="checkbox"/> Demonstrate understanding of frequently occurring adjectives <input type="checkbox"/> Demonstrate understanding of frequently occurring conjunctions 	<ul style="list-style-type: none"> <input type="checkbox"/> Use singular nouns with matching verbs in basic sentences <input type="checkbox"/> Use plural nouns with matching verbs in basic sentences <input type="checkbox"/> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) <input type="checkbox"/> Use common, proper, and possessive nouns <input type="checkbox"/> Form frequently occurring verbs <input type="checkbox"/> Convey sense of time <input type="checkbox"/> Use frequently occurring adjectives <input type="checkbox"/> Use frequently occurring conjunctions <input type="checkbox"/> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences <input type="checkbox"/> Understand and use question words 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Ensure subject/verb agreement <input type="checkbox"/> Explain the function of nouns <input type="checkbox"/> Use collective nouns (such as <i>group</i>) <input type="checkbox"/> Use frequently occurring regular and irregular plural nouns <input type="checkbox"/> Explain the function of verbs <input type="checkbox"/> Use past tense of frequently occurring irregular verbs <input type="checkbox"/> Use regular and irregular verbs <input type="checkbox"/> Use simple verb tenses <input type="checkbox"/> Use the perfect verb tenses <input type="checkbox"/> Use verbs to convey sense of various times, sequences <input type="checkbox"/> Recognize inappropriate shifts in verb tense

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of simple, compound, declarative, interrogative, imperative, and exclamatory sentences <input type="checkbox"/> Demonstrate understanding of question words <input type="checkbox"/> Demonstrate understanding of frequently occurring prepositions <input type="checkbox"/> Demonstrate understanding of personal, possessive, and indefinite pronouns <input type="checkbox"/> Demonstrate understanding of determiners 	<ul style="list-style-type: none"> <input type="checkbox"/> Use frequently occurring prepositions <input type="checkbox"/> Use personal, possessive, and indefinite pronouns <input type="checkbox"/> Use determiners 		<ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of adjectives <input type="checkbox"/> Accurately choose which to use – adjective or adverb <input type="checkbox"/> Explain the function of conjunctions <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Explain the function of adverbs <input type="checkbox"/> Form and use comparative adverbs <input type="checkbox"/> Produce, expand, and rearrange simple and compound sentences <input type="checkbox"/> Explain the function of prepositions <input type="checkbox"/> Explain the function of pronouns <input type="checkbox"/> Use reflexive pronouns <input type="checkbox"/> Correctly use a, an, and the <input type="checkbox"/> Correctly use common homophones <input type="checkbox"/> Explain the function of and use interjections
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STANDARD

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of capitalization of the first word in sentences <input type="checkbox"/> Demonstrate understanding of capitalization of the pronoun "I" <input type="checkbox"/> Demonstrate understanding of capitalization of dates and names of people <input type="checkbox"/> Demonstrate understanding of end punctuation <input type="checkbox"/> Demonstrate understanding of commas in dates <input type="checkbox"/> Demonstrate understanding of letter(s) <input type="checkbox"/> Demonstrate understanding of spelling and phonetic spelling <input type="checkbox"/> Demonstrate understanding of common spelling patterns <input type="checkbox"/> Demonstrate understanding of conventional spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalize the first word in a sentence <input type="checkbox"/> Capitalize the pronoun "I" <input type="checkbox"/> Capitalize dates and names of people <input type="checkbox"/> Recognize end punctuation <input type="checkbox"/> Name end punctuation <input type="checkbox"/> Use end punctuation for sentences <input type="checkbox"/> Use commas in dates <input type="checkbox"/> Write a letter or letters for most consonant and short-vowel sounds <input type="checkbox"/> Spell simple words phonetically, drawing on knowledge of sound-letter relationships <input type="checkbox"/> Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Capitalize holidays <input type="checkbox"/> Capitalize product names <input type="checkbox"/> Capitalize geographic names <input type="checkbox"/> Capitalize appropriate words in titles <input type="checkbox"/> Use correct capitalization <input type="checkbox"/> Use commas to separate single words in a series <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Use an apostrophe to form contractions <input type="checkbox"/> Use an apostrophe to form frequently occurring possessives <input type="checkbox"/> Use commas in addresses <input type="checkbox"/> Use commas in dialogue

	<ul style="list-style-type: none"> <input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 		<ul style="list-style-type: none"> <input type="checkbox"/> Form and use possessives <input type="checkbox"/> Use quotation marks in dialogue <input type="checkbox"/> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <input type="checkbox"/> Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words <input type="checkbox"/> Consult reference materials as needed to check and correct spellings
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STANDARD
L.1.3 Begins in grade 2.

STANDARD

L.1.4 Determine and/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: context clues, word parts and word relationships.

Beginning	Progressing	Applying	Extending
<p><input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content</p>	<p><input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content</p>	<p><input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <p><input type="checkbox"/> Consistently demonstrate proficiency of L.1.4 with grade-level texts</p>	<p><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts</p>

STANDARD

L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.

- a. Sort words into categories to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes.
- c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Note: Substandards “a”, “b” and “c” are not separated from the main standard, as seen in W.1.1 - W.1.3 and SL.1.1. The substandards L.1.5a, L.1.5b and L.1.5c are included in the progression of L.1.5 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sort words into categories to gain a sense of the concepts the categories represent <input type="checkbox"/> Define words by category <input type="checkbox"/> Define words by one or more key attributes 	<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish shades of meaning among verbs differing in manner <input type="checkbox"/> Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings 	<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.1.5 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Distinguish shades of meaning among closely related verbs <input type="checkbox"/> Distinguish shades of meaning among closely related adjectives

STANDARD

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Use words and phrases learned through conversations, reading and being read to <input type="checkbox"/> Understand common conjunctions learned through conversations, reading and being read to 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire common conjunctions learned through conversations, reading and being read to 	<ul style="list-style-type: none"> <input type="checkbox"/> Use common conjunctions learned through conversations, reading and being read to <input type="checkbox"/> Consistently demonstrate proficiency of L.1.6 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks <input type="checkbox"/> Understand adjectives learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Acquire adjectives learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Use adjectives to describe, as learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Understand adverbs learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Acquire adverbs learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Use adverbs to describe, as learned through conversations, reading and being read to, and responding to texts