

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) (B) Ask and answer questions about key details in a text.	-Explain that a key detail is important to the text.	<ul style="list-style-type: none"> • Key detail
	2. (A) Retell stories, including key details, and demonstrate understanding of their central message or lesson. (B) Identify the main topic (idea) and retell key details of a text.	-Retell familiar stories. -Identify characters. -Identify settings. -Identify major events. -Identify main topic.	<ul style="list-style-type: none"> • Retell • Central message • Lesson • Characters • Major events • Setting • Main topic (idea)
	3. (A) Describe characters, settings, and major events in a story, using key details. (B) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Describe character. -Describe settings. -Describe major events. -Describe individuals, events or pieces of information in a text. -Describe a connection between two individuals in a text. -Describe a connection between two events in a text. -Describe a connection between two ideas or pieces of information in a text. -Understand the difference between literature and informational text.	<ul style="list-style-type: none"> • Characters • Settings • Major events • Connections • Literature • Informational text

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Reading: Literature (A)/Informational Text (B)	<p>4. (A) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>(B) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>-Identify words that suggest feelings. -Name the five senses.</p> <p>-Ask questions to help with word meanings in a text.</p>	<ul style="list-style-type: none"> • Five Senses
	<p>5. (A) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>(B) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>-Explain the difference between stories and texts.</p> <p>-Identify text features.</p>	<ul style="list-style-type: none"> • Text types • Text features • Table of contents • Glossaries • Electronic menus • Icons
	<p>6. (A) Identify who is telling the story at various points in a text.</p> <p>(B) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>-Identify who is telling the story.</p> <p>-Tell the difference between picture and word information in a story.</p>	<ul style="list-style-type: none"> • Distinguish
	<p>7. (A) Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>(B) Use the illustrations and details in a text to describe its key ideas.</p>	<p>-Describe illustrations. -Describe details in a story that tell about characters. -Describe details in a story that tell about setting. -Describe details in a story that tell about events.</p> <p>-Tell a key idea by looking at the illustration.</p>	<ul style="list-style-type: none"> • Illustrations • Character • Setting • Events • Key idea

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Reading: Literature (A)/Informational Text (B)	<p>8. (A) (Not applicable to literature)</p> <p>(B) Identify the reasons an author gives to support points in a text.</p>	<p>-Tell why an author wrote the text using points from the text.</p>	
	<p>9. (A) Compare and contrast the adventures and experiences of characters in stories.</p> <p>(B) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>-Compare (tell how alike) the adventures of characters in stories.</p> <p>-Contrast (tell how different) the adventures of characters in stories.</p> <p>-Compare (tell how alike) the experiences of characters in stories.</p> <p>-Contrast (tell how different) the experiences of characters in stories.</p> <p>-Tell similarities and differences between two texts on the same topic.</p>	<ul style="list-style-type: none"> • Compare • Contrast • Similarities • Differences
	<p>10. (A) With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>(B) With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>-Read first grade sight words.</p> <p>-Read first grade prose and poetry.</p> <p>-Read informational texts.</p>	<ul style="list-style-type: none"> • Prose • Poetry • Informational texts

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<p>1. Demonstrate understanding of the organization and basic features of print</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>-Recognize that the first word in a sentence is capitalized.</p> <p>-Recognize that all sentences end with a punctuation mark.</p>	<ul style="list-style-type: none"> • Sentence • Capitalize • Punctuation mark
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>-Tell the difference between long and short sounds in one syllable words.</p> <p>-Make single (one) syllable words by blending sounds aloud.</p> <p>-Pronounce beginning, middle and ending sounds in one syllable words.</p> <p>-Break words into parts.</p>	<ul style="list-style-type: none"> • Single syllable words • Phonemes • Short vowel • Long vowel • Consonant blends • Medial vowel
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>-Say the spelling-sound of common consonant digraphs.</p> <p>-Decode regularly spelled one-syllable words.</p> <p>-Recognize long vowel sounds made by using the final e and common vowel teams.</p> <p>-Decode two-syllable words by breaking into syllables.</p> <p>-Read words with inflectional endings.</p> <p>-Read irregularly spelled words.</p>	<ul style="list-style-type: none"> • Digraphs • Decode • Inflectional endings • Irregularly spelled words

Reading Foundational Skills

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	Cluster	I Can...	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Foundational Skills</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>-Read grade-level text with purpose and understanding.</p> <p>-Read grade level text aloud with accuracy, appropriate rate, and expression.</p> <p>-Use context to confirm or self-correct a word.</p>	<ul style="list-style-type: none"> • Accuracy • Fluency • Orally • Appropriate rate • Expression • Context • Self-correcting
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>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.</p>	<p>-Write an opinion piece by stating an opinion, giving a reason and a closing.</p>	<ul style="list-style-type: none"> • Opinion pieces • Sense of closure
	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>-Write about the topic and a closing.</p> <p>-Write an informative text by naming a topic, adding some facts and a closing.</p>	<ul style="list-style-type: none"> • Informative texts • Explanatory texts
	<p>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.</p>	<p>-Write a narrative with two or more events in sequence with detail using temporal words and a closing.</p>	<ul style="list-style-type: none"> • Narratives • Sequenced events • Temporal words
	<p>4. (Begins in grade 3)</p>		

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Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	-Listen to suggestions to help my writing.	<ul style="list-style-type: none"> • Details
	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	-Identify digital tools. -Use digital tools to publish my writing. -Use digital tools to work with others.	<ul style="list-style-type: none"> • Digital tools • Publish
	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).	-Research topics with others. -Write a series of directions.	<ul style="list-style-type: none"> • Shared research • How-to books • Sequence of instructions
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-Answer questions using recall and experience.	<ul style="list-style-type: none"> • Recall • Source
	9. (Begins in grade 4)		
Speaking & Listening	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). 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. 	-Follow rules for discussions. -Join in the discussion. -Demonstrate understanding of read aloud information. -Ask questions to better understand what is being discussed.	<ul style="list-style-type: none"> • Discussion • Collaborative conversations

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	-Ask and answer questions about key details in text that is read aloud.	<ul style="list-style-type: none"> • Media • Key details • Text
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	-Answer questions to gain more information.	<ul style="list-style-type: none"> • Clarify
	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	-Use relevant details to describe people. -Use relevant details to describe places. -Use relevant details to describe things. -Use relevant details to describe events.	<ul style="list-style-type: none"> • Describe • Relevant details
	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	-Add relevant drawings (visual displays) to add details.	<ul style="list-style-type: none"> • Visual displays • Clarify
	6. Produce complete sentences when appropriate to task and situation.	-Write complete sentences.	<ul style="list-style-type: none"> • Complete sentences
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) 	-Print all upper- and lowercase letters. -Identify and use common, proper and possessive nouns. -Identify and use personal, possessive, and indefinite pronouns.	<ul style="list-style-type: none"> • Nouns <ul style="list-style-type: none"> -Common -Proper -Possessive • Pronouns <ul style="list-style-type: none"> -Personal -Proper -Possessive • Verbs

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Language	<p>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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p>	<p>-Use verbs that show past, present and future.</p> <p>-Use adjectives.</p> <p>-Identify and use common conjunctions.</p> <p>-Explain and use common determiners.</p> <p>-Name and use common prepositions.</p> <p>-Write simple and compound sentences.</p>	<ul style="list-style-type: none"> • Adjectives • Conjunctions • Determiners • Prepositions • Complete sentences • Compound sentences -Declarative -Interrogative -Imperative -Exclamatory • Prompt
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>-Capitalize dates.</p> <p>-Capitalize names of people.</p> <p>-Use end punctuations.</p> <p>-Use commas in dates.</p> <p>-Use commas in a series.</p> <p>-Sound out spelling of new words.</p> <p>-Use spelling rules.</p>	<ul style="list-style-type: none"> • Capitalize • Commas • Phonemic awareness
	<p>3. N/A</p>		

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	Cluster	I Can...	Key Vocabulary
Language	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>-Determine the meaning of unknown words using sentence-level context.</p> <p>-Use common affixes as a clue to the meaning words.</p> <p>-Identify root words.</p>	<ul style="list-style-type: none"> • Multiple meaning words • Sentence-level context • Affixes • Root words • Inflection forms
	<p>5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>-Sort words into categories.</p> <p>-Define words by category.</p> <p>-Demonstrate the difference in the shades of meaning of verbs.</p> <p>-Tell the difference in adjective intensity.</p>	<ul style="list-style-type: none"> • Figurative language • Categories • Attribute • Real-life connections • Shades of meaning • Adjectives of differing intensity
	<p>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>because</i>).</p>	<p>-Learn new words and phrases from conversations, reading, and listening.</p> <p>-Use conjunctions to show relationships.</p>	<ul style="list-style-type: none"> • Phrase • Conjunctions

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