

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

Unit	Topic	Priority	Standard	Assessment	Learning Targets
Unit 1	Literature	E	RL.1.1 Ask and answer questions about key details in a text.	X Summ	I can ask and answer questions about important parts of a fiction story.
		E	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X Summ	I can tell the theme of a story. This means I can retell a story using the important parts to tell the lesson of the story.
		E	RL.1.3 Describe characters, settings, and major events in a story, using key details.	X Summ	I can tell about the characters, settings, and important things that happen in a story.
		*I	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *NEEDS SUPPLEMENTING		I can tell words in stories or poems that show feelings.
		I	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		I can tell the difference between a fiction (make-believe) and nonfiction (real) story.
		I	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	X Summ	Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.
	Informational	E	RI.1.5 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.		I know and can use different kinds of text features (like headings, tables of contents, and glossaries) to find important things in books.
	Foundational Skills	E	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		I can capitalize the beginning of a sentence and put a punctuation mark at the end.
		E	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.		I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.
		E	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		I can read one-syllable words with a consonant blend.
		E	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	X Summ	I can tell and read the beginning, middle, and ending sounds of a one-syllable word.
		E	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	X DIBELS	I can say the sounds of a one-syllable word in parts.
			RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
E		a. Know the spelling-sound correspondences for common consonant digraphs.		I can spell and read consonant digraphs (like ch, sh, and th).	
E	b. Decode regularly spelled one-syllable words.		I can decode (break apart) one-syllable words.		

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	I	e. Decode two-syllable words following basic patterns by breaking the words into syllables.		I can decode (break apart) two-syllable words.
	E	f. Read words with inflectional endings.		I can read words with inflectional endings (like -s, -es, -ed, and -ing).
	E	g. Recognize and read grade-appropriate irregularly spelled words.		I can read first-grade words that are spelled irregularly (may not follow the rules).
		RF.1.4 Read emergent-reader texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.		I can read fluently (smooth and at a good speed) and understand what I read.
	E	a. Read on-level text with purpose and understanding.		I can read first-grade stories and understand what I read.
	E	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		I can read and reread first-grade stories correctly, at a good speed, and with expression.
	E	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X Summ	I can read a word and understand its meaning by using the words around it.
Speaking & Listening		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.		
	I	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).		I can listen to others with care and speak one at a time when talking about a story.
	I	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		I can talk about a story with others.
	I	c. Ask questions to clear up any confusion about the topics and texts under discussion.		I can ask questions to understand a story better.
	*I	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *NEEDS SUPPLEMENTING		I can describe (tell about) people, places, things, and events.
	*C	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		I can draw a picture to show feelings.
	E	SL.1.6 Produce complete sentences when appropriate to task and situation.		I can speak a complete sentence when I am supposed to.
Language		L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

		E	a. Print all upper- and lowercase letters.		I can print all upper- and lowercase letters.
		E	b. Use common, proper, and possessive nouns.		I can use common, proper (special names and titles), and possessive (to show ownership) nouns.
			L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		E	b. Use end punctuation for sentences.		I can put a punctuation mark at the end of a sentence.
		I	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X Summ	I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CVC, CVVC, VCV).
		I	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling	X Form	I can spell words the way that they sound.
			L1.4 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.		
		E	a. Use sentence-level context as a clue to the meaning of a word or phrase.		I can use the words in a sentence to help me understand the meaning of a word I do not know.
			L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		I can understand how words go together by using their meanings.
		E	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).		I can make real-life connections between words and how they are used (cozy: tell places at home that are cozy).
Unit 2	Literature	E	RL.1.1 Ask and answer questions about key details in a text.		I can ask and answer questions about important parts of a fiction story.
		E	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		I can tell the theme of a story. This means I can retell a story using the important parts to tell the lesson of the story.
		E	RL.1.3 Describe characters, settings, and major events in a story, using key details.		I can tell about the characters, settings, and important things that happen in a story.
		I	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		I can tell the difference between a fiction (make-believe) and nonfiction (real) story.
		I	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.
		I	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		I can tell what is alike and different about characters in a story.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

Informational	E	RI.1.1 Ask and answer questions about key details in a text.		I can ask and answer questions about important parts of a nonfiction story.
	E	RI.1.2 Identify the main topic and retell key details of a text.		I can tell the main idea of a nonfiction story and retell the details (important parts).
	I	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		I can compare two characters and events in the same nonfiction story.
	E	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		I can ask and answer questions to help me understand the meaning of a word or group of words in a nonfiction story.
	E	RI.1.5 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.		I know and can use different kinds of text features (like headings, tables of contents, and glossaries) to find important things in nonfiction books.
	I	RI.1.7 Use the illustrations and details in a text to describe its key ideas.		I can use pictures and words to describe the important parts of a nonfiction story.
	*C	RI.1.8 Identify the reasons an author gives to support points in a text. NEEDS SUPPLEMENTING		I can tell why an author writes details in a story.
	*C	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). NEEDS SUPPLEMENTING		I can tell how two stories about the same topic are alike and different.
	E	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.		I can read nonfiction first-grade stories with help.
	Foundational Skills		RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
E		a. Distinguish long from short vowel sounds in spoken single-syllable words.	X Summ	I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.
E		b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X Summ	I can read one-syllable words with a consonant blend.
E		c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		I can tell and read the beginning, middle, and ending sounds of a one-syllable word.
E		d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	X DIBELS	I can say the sounds of a one-syllable word in parts.
		RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
E		a. Know the spelling-sound correspondences for common consonant digraphs.	X Summ	I can spell and read consonant digraphs (like ch, sh, and th).
E		b. Decode regularly spelled one-syllable words.	X Summ	I can decode (break apart) one-syllable words.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	E	c. Know final -e and common vowel team conventions for representing long vowel sounds.	X Summ	I know that final -e and two vowels in a word make a long vowel sound.
	I	e. Decode two-syllable words following basic patterns by breaking the words into syllables.		I can decode (break apart) two-syllable words.
	E	f. Read words with inflectional endings.	X Summ	I can read words with inflectional endings (like -s, -es, -ed, and -ing).
	E	g. Recognize and read grade-appropriate irregularly spelled words.	X Summ	I can read first-grade words that are spelled irregularly (may not follow the rules).
		RF.1.4 Read emergent-reader texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.		I can read fluently (smooth and at a good speed) and understand what I read.
	E	a. Read on-level text with purpose and understanding.		I can read first-grade stories and understand what I read.
	E	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		I can read and reread first-grade stories correctly, at a good speed, and with expression.
	E	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		I can read a word and understand its meaning by using the words around it.
Speaking & Listening		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.		
	I	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).		I can listen to others with care and speak one at a time when talking about a story.
Language		L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	E	a. Print all upper- and lowercase letters.	X Form	I can print all upper- and lowercase letters.
	E	b. Use common, proper, and possessive nouns.		I can use common, proper (special names and titles), and possessive (to show ownership) nouns.
	E	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		I can make telling, asking, exclamatory sentences and commands when I need to.
		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	E	a. Capitalize dates and names of people.	X Summ	I can capitalize dates and names of people.
	E	b. Use end punctuation for sentences.		I can put a punctuation mark at the end of a sentence.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

		I	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X Summ	I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CVC, CVVC, VCV).
		I	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X Form	I can spell words the way that they sound.
			L.1.4. 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.		
		E	a. Use sentence-level context as a clue to the meaning of a word or phrase.		I can use the words in a sentence to help me understand the meaning of a word I do not know.
			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.		
		E	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	X	I know root words and words with endings.
			L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
		*I	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. NEEDS SUPPLEMENTING		I can put words into groups by their meanings.
		*I	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). NEEDS SUPPLEMENTING		I can tell how words in a group are alike.
		E	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	X Form	I can make real-life connections between words and how they are used (cozy: tell places at home that are cozy).
		I	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.		I can tell how verbs and adjectives are similar to other words of similar meaning.
Unit 3	Literature	E	RL.1.1. Ask and answer questions about key details in a text.	X Summ	I can ask and answer questions about important parts of a fiction story.
		E	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X Summ	I can retell a story using the important parts to tell the lesson of the story.
		E	RL.1.3. Describe characters, settings, and major events in a story, using key details.		I can tell about the characters, settings, and important things that happen in a story.
		I	RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		I can tell the difference between a fiction (make-believe) and nonfiction (real) story.
		I	RL.1.6. Identify who is telling the story at various points in a text.		I can tell who is talking in different parts of a story.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	I	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.
	I	RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	X Summ	I can tell what is alike and different about characters in a story and their adventures and experiences.
Informational	E	RI.1.1. Ask and answer questions about key details in a text.		I can ask and answer questions about important parts of a nonfiction story.
	E	RI.1.2. Identify the main topic and retell key details of a text.		I can tell the main idea of a nonfiction story and retell the details (important parts).
	I	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X Summ	I can compare two people and events in the same non-fiction text.
	E	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X Summ	I can ask and answer questions to help me understand the meaning of a word or group of words in a nonfiction story.
	*E	RI.1.5. 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. *NEEDS SUPPLEMENTING	X Form	I know and can use different kinds of text features (like headings, tables of contents, and glossaries) to find important things in nonfiction books.
	I	RI.1.7. Use the illustrations and details in a text to describe its key ideas.		I can use pictures and words to describe the important parts of a nonfiction story.
	C	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). NEEDS SUPPLEMENTING	X Form	I can tell how two nonfiction stories about the same topic are alike and different.
	E	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	X Form	I can read nonfiction first-grade stories with help.
Foundational Skills		RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	E	a. Distinguish long from short vowel sounds in spoken single-syllable words.		I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.
	E	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X DIBELS	I can read one-syllable words with a consonant blend.
	E	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	X DIBELS	I can tell and read the beginning, middle, and ending sounds of a one-syllable word.
	E	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		I can say the sounds of a one-syllable word in parts.
		RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.		
	E	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	X Summ	I can spell and read consonant digraphs (like ch, sh, and th).
	E	b. Decode regularly spelled one-syllable words.	X DIBELS	I can decode (break apart) one-syllable words.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	I	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	X Form	I can decode (break apart) two-syllable words.
	E	f. Read words with inflectional endings.	X Class Fluency Checks	I can read words with inflectional endings (like -s, -es, -ed, and -ing).
	E	g. Recognize and read grade-appropriate irregularly spelled words.	X Class Fluency Checks	I can read first-grade words that are spelled irregularly (may not follow the rules).
		RF.1.4. Read with sufficient accuracy and fluency to support comprehension.		
	E	a. Read grade-level text with purpose and understanding.	X Fluency Checks	I can read first-grade stories and understand what I read.
	E	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	X Fluency Checks	I can read and reread first-grade stories correctly, at a good speed, and with expression.
	E	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X Summ	I can read a word and understand its meaning by using the words around it.
Speaking and Listening		SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		
	I	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).	X Form	I can listen to others with care and speak one at a time when talking about a story.
	E	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X Form	I can ask and answer questions about text that I hear.
	E	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 Form	I can ask and answer questions about things I hear to learn more or help me understand.
		L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
Language	E	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	X Summ	I can match a verb to a singular or plural noun in a sentence.
	E	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).	X Summ	I can use verbs to show past, present, and future.
	E	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		I can make telling, asking, exclamatory sentences and commands when I need to.
		L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	E	b. Use end punctuation for sentences.		I can put a punctuation mark at the end of a sentence.
	I	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	X Form	I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CV, CVC, CVVC, VCV).

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

		I	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X Form	I can spell words the way that they sound.
			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.		
		E	a. Use sentence-level context as a clue to the meaning of a word or phrase.	X Summ	I can use the words in a sentence to help me understand the meaning of a word I do not know.
			L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
		E	c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	X Summ	I can make real-life connections between words and how they are used (<i>cozy</i> : tell places at home that are cozy).
		I	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.	X Summ	I can tell how verbs and adjectives are similar to other words of similar meaning.
Unit 4	Literature	E	RL.1.1. Ask and answer questions about key details in a text.	x	I can ask and answer questions about important parts of a fiction story.
		E	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	x	I can tell the theme of a story. This means I can retell a story using the important parts to tell the lesson of the story.
		E	RL.1.3. Describe characters, settings, and major events in a story, using key details.		I can tell about the characters, settings, and important things that happen in a story.
		I	RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	x	I can tell the difference between a fiction (make-believe) and nonfiction (real) story.
		I	RL.1.6. Identify who is telling the story at various points in a text.	x	I can tell who is talking in different parts of a story.
		I	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.
		I	RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	x	I can tell what is alike and different about characters in a story.
	Informational	I	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	x	I can compare two characters and events in the same nonfiction story.
		E	RI.1.5 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.	x	I know and can use different kinds of text features (like headings, tables of contents, and glossaries) to find important things in nonfiction books.
		*C	RI.1.8 Identify the reasons an author gives to support points in a text. *NEEDS SUPPLEMENTING	x	I can tell why an author writes details in a story.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

Foundational Skills	E	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
	E	a. Distinguish long from short vowel sounds in spoken single-syllable words.		I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.	
	E	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (<i>str, squ, scr, thr, spr</i>)		I can read one-syllable words with a consonant blend.	
	E	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		I can tell and read the beginning, middle, and ending sounds of a one-syllable word.	
	E	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		I can say the sounds of a one-syllable word in parts.	
		RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.			
	E	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).		I can spell and read consonant digraphs (like ch, sh, and th).	
	E	b. Decode regularly spelled one-syllable words.		I can decode (break apart) one-syllable words.	
	E	c. Know final -e and common vowel team conventions for representing long vowel sounds. (<i>ai, ay, ea, oa, ow, ie, igh, ew, ue, ui</i>)	x	I know that final -e and two vowels in a word make a long vowel sound.	
	E	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		I can count the number of syllables in a word because I know that every syllable must have a vowel.	
	I	e. Decode two-syllable words following basic patterns by breaking the words into syllables.		I can decode (break apart) two-syllable words.	
	E	f. Read words with inflectional endings.	x	I can read words with inflectional endings (like -s, -es, -ed, and -ing).	
	E	g. Recognize and read grade-appropriate irregularly spelled words.	x	I can read first-grade words that are spelled irregularly (may not follow the rules). I can use high frequency words to make context clues in a sentence.	
	E	RF.1.4. Read with sufficient accuracy and fluency to support comprehension.		I can read fluently (smooth and at a good speed) and understand what I read.	
	Speaking and Listening	E	a. Read grade-level text with purpose and understanding.	X	I can read first-grade stories and understand what I read.
		E	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	X	I can read and reread first-grade stories correctly, at a good speed, and with expression.
		E	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	I can read a word and understand its meaning by using the words around it.
I		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.			
I		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).		I can listen to others with care and speak one at a time when talking about a story.	

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

		I	b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		I can talk about a story with others.
		I	c. Ask questions to clear up any confusion about the topics and texts under discussion.		I can ask questions to understand a story better.
		E	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		I can ask and answer questions about text that I hear.
		E	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.		I can ask and answer questions about things I hear to learn more or help me understand.
		*I	SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *NEEDS SUPPLEMENTING		I can describe (tell about) people, places, things, and events.
		C	SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		I can draw a picture to explain what I mean.
	Language	E	L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
		E	f. Use frequently occurring adjectives.	X	I can use adjectives.
		*C	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>because</i>). *NEEDS SUPPLEMENTING (Do as a writing prompt)		I can use words and phrases to explain why something happens.
	Unit 5	Literature	E	RL.1.1 Ask and answer questions about key details in a text.	
E			RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		I can tell the theme of a story. This means I can retell a story using the important parts to tell the lesson of the story.
E			RL.1.3 Describe characters, settings, and major events in a story, using key details.		I can tell about the characters, settings, and important things that happen in a story.
I			RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		I can tell the difference between a fiction (make-believe) and nonfiction (real) story.
I			RL.1.6. Identify who is telling the story at various points in a text.		I can tell who is talking in different parts of a story.
I			RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		Using pictures and the words in a story, I can tell about the characters, settings, and important things that happen.
*I			RL.1.9. Compare and contrast the adventures and experiences of characters in stories. NEEDS SUPPLEMENTING		I can tell what is alike and different about characters in a story.
*C			RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X	I can read first-grade poetry with help.
Informational		E	RI.1.1 Ask and answer questions about key details in a text.		I can ask and answer questions about important parts of a nonfiction story.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

E	RI.1.2. Identify the main topic and retell key details of a text.	X	I can tell the main idea of a nonfiction story and retell the details (important parts).
I	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		I can compare two characters and events in the same nonfiction story.
E	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	I can ask and answer questions to help me understand the meaning of a word or group of words in a nonfiction story.
*E	RI.1.5. 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. *NEEDS SUPPLEMENTING	X	I know and can use different kinds of text features (like headings, tables of contents, and glossaries) to find important things in nonfiction books.
	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X Teacher-read Section	I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
I	RI.1.7. Use the illustrations and details in a text to describe its key ideas.		I can use pictures and words to describe the important parts of a nonfiction story.
C	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). NEEDS SUPPLEMENTING	X	I can tell how two stories about the same topic are alike and different.
E	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.		I can read nonfiction first-grade stories with help.
Foundational Skills	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		I can capitalize the beginning of a sentence and put a punctuation mark at the end.
E	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.		I can tell the difference between a short vowel sound and a long vowel sound in a one-syllable word.
E	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		I can read one-syllable words with a consonant blend.
E	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		I can tell and read the beginning, middle, and ending sounds of a one-syllable word.
E	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		I can say the sounds of a one-syllable word in parts.
	RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.		

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	E	b. Decode regularly spelled one-syllable words.		I can decode (break apart) one-syllable words.
	E	c. Know final -e and common vowel team conventions for representing long vowel sounds.		I know that final -e and two vowels in a word represent long vowel sounds
	I	e. Decode two-syllable words following basic patterns by breaking the words into syllables.		I can decode (break apart) two-syllable words.
	E	f. Read words with inflectional endings.		I can read words with inflectional endings (like -s, -es, -ed, and -ing).
	E	g. Recognize and read grade-appropriate irregularly spelled words.		I can read first-grade words that are spelled irregularly (may not follow the rules).
	E	RF.1.4. Read with sufficient accuracy and fluency to support comprehension.		I can read fluently (smooth and at a good speed) and understand what I read.
	E	a. Read grade-level text with purpose and understanding.		I can read first-grade stories and understand what I read.
	E	b. Read grade-level text orally with accuracy, appropriate rate, and expression.		I can read and reread first-grade stories correctly, at a good speed, and with
	E	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		I can read a word and understand its meaning by using the words around it.
Speaking and Listening		SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		
	I	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).		I can listen to others with care and speak one at a time when talking about a story.
Language		L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	*E	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). *NEEDS SUPPLEMENTING	X	I can use conjunctions (and, but, or, so, because).
	*C	h. Use determiners (e.g., articles, demonstratives). *NEEDS SUPPLEMENTING	X	I can use words to tell which item is being talked about (a, an, the, this, these, those).
	E	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		I can make telling, asking, exclamatory sentences and commands when I need to.
		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	E	b. Use end punctuation for sentences.		I can put a punctuation mark at the end of a sentence.
	I	c. Use commas in dates and to separate single words in a series.		I can use commas in dates and to separate words in a list.
	I	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		I can use regularly and irregularly (may not follow the rules) spelled words with common spelling patterns (like CVC, CVVC, VCV).
	I	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		I can spell words the way that they sound.

Simpson Elementary School Curriculum Prioritization and Mapping

1st Grade Reading

	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.		
E	a. Use sentence-level context as a clue to the meaning of a word or phrase.		I can use the words in a sentence to help me understand the meaning of a word I do not know.
I	b. Use frequently occurring affixes as a clue to the meaning of a word.	X	I can use prefixes and suffixes to help me understand a word.
E	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	X	I know root words and words with endings.
	L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
E	c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).		I can make real-life connections between words and how they are used (<i>cozy</i> : tell places at home that are <i>cozy</i>).