Speaking and 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.
SL.1.1a 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).
SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.6 Produce complete sentences when appropriate to task and situation.

Reading Foundation:
RF.1.4 Read with sufficient accuracy and fluency to support comprehension
RF.1.4.a Read grade-level text with purpose and understanding.
RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature:
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational:
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Language:
L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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., because).

Writing:
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

WCES:
1.WCE.7 Print all upper- and lowercase letters in the alphabet
<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Foundation:</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td>I can read and write words with long a spelled a, ai, and ay.</td>
</tr>
<tr>
<td>1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.1b Decode regularly spelled one-syllable words. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.3g Recognize and read grade-appropriate irregularly spelled words. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.WCE.4 Alphabetize words to the second letter.</td>
<td>I can read sight words.</td>
</tr>
<tr>
<td>1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>I can identify and use correctly the past tense verbs was and were.</td>
</tr>
<tr>
<td>1.L.1e 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). <strong>Assessed unit</strong></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td>I can write a narrative.</td>
</tr>
<tr>
<td>1.W.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.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Foundation:</strong></td>
<td></td>
</tr>
<tr>
<td>1.F.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
<td>I can read and write words with long e spelled, e, ee, ea, and ie.</td>
</tr>
<tr>
<td>1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
<td></td>
</tr>
<tr>
<td>1.RF.3b Decode regularly spelled one-syllable words.</td>
<td></td>
</tr>
<tr>
<td>1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.3g Recognize and read grade-appropriate irregularly spelled words. <strong>Assessed weekly</strong></td>
<td></td>
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<td>1.RF.3g Recognize and read grade-appropriate irregularly spelled words.</td>
<td>Assessed weekly</td>
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</tbody>
</table>

**Reading Informational:**

1.RI.2 Identify the main topic and retell key details of a text. Assessed weekly | I can identify the main topic and retell key details of a nonfiction text. |
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |

**Language:**

1.L.1e Use verbs to convey a sense of past, present, and future. Assessed unit |
1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase. Assessed weekly |
1.L.4b Use frequently occurring affixes as a clue to the meaning of a word. Assessed weekly |

**Writing:**

1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. I can write a report that has a topic sentence. |

**Reading Foundation:**

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
1.RF.3b Decode regularly spelled one-syllable words. |
1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds. Assessed weekly |
1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables. Assessed weekly |
1.RF.3g Recognize and read grade-appropriate irregularly spelled words. Assessed weekly |

**Reading Informational:**

1.RI.2 Identify the main topic and retell key details of a text. Assessed weekly | I can identify the main topic and retell key details of a nonfiction text. |

---

I can read and write long o words spelled o, oa , ow, and oe. |
I can read sight words.
<table>
<thead>
<tr>
<th>RI.6</th>
<th>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language:</strong></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td>1.L.1e 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). <strong>Assessed unit</strong></td>
<td>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
</tr>
<tr>
<td>1.L.5a Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Reading Foundation:</strong> | <strong>Reading Literature:</strong> |
| 1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words | 1.RL.3 Describe characters, settings, and major events in a story, using key details. <strong>Assessed unit</strong> |
| 1.RF.3b Decode regularly spelled one-syllable words. | <strong>Language:</strong> |
| 1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds. <strong>Assessed weekly\assessed unit</strong> | 1.L.1e 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). <strong>Assessed unit</strong> |
| 1.RF.3f Read words with inflectional endings. <strong>Assessed weekly\assessed unit</strong> | 1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase. <strong>Assessed weekly\assessed unit</strong> |
| 1.RF.3g Recognize and read grade-appropriate irregularly spelled words. <strong>Assessed weekly\assessed unit</strong> | <strong>I can:</strong> |
| <strong>I can:</strong> | <strong>I can:</strong> |
| I can distinguish between information provided by pictures and information provided by the words. | I can read and write long i words spelled i, y, igh, and ie. |
| I can use present tense verbs go and do correctly. | I can change y to i before adding –es or –ed endings. |
| I can use context clues to figure out the meaning of a word I don’t know. | I can read sight words. |
| I can define words by categories using common traits. | I can describe what a character thinks or feels about an event in a story. |
| I can write a report that has a concluding sentence. | I can correctly use the verbs see and saw. |</p>
<table>
<thead>
<tr>
<th>Writing:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.W.1</strong> Write opinion pieces in which they introduce the topic or name</td>
<td>I can determine the meaning of unknown and multiple meaning</td>
<td></td>
</tr>
<tr>
<td>the book they are writing about, state an opinion, supply a reason for</td>
<td>words using context clues.</td>
<td></td>
</tr>
<tr>
<td>the opinion, and provide some sense of closure.</td>
<td>I can write an opinion about a story I have read.</td>
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<tr>
<td><strong>1.W.5</strong> With guidance and support from adults, focus on a topic,</td>
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<tr>
<td>respond to questions and suggestions from peers, and add details to</td>
<td></td>
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<tr>
<td>strengthen writing as needed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Foundation:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.RF.2a</strong> Distinguish long from short vowel sounds in spoken single-</td>
<td>I can read words with the final e sound spelled y or ey.</td>
<td></td>
</tr>
<tr>
<td>syllable words.</td>
<td></td>
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</tr>
<tr>
<td><strong>1.RF.2b</strong> Orally produce single-syllable words by blending sounds</td>
<td></td>
<td></td>
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<tr>
<td>(phonemes), including consonant blends.</td>
<td></td>
<td></td>
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<tr>
<td><strong>1.RF.2c</strong> Isolate and pronounce initial, medial vowel, and final</td>
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<tr>
<td>sounds (phonemes) in spoken single-syllable words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.RF.3b</strong> Decode regularly spelled one-syllable words.</td>
<td></td>
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<tr>
<td><strong>1.RF.3e</strong> Decode two-syllable words following basic patterns by</td>
<td></td>
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<tr>
<td>breaking the words into syllables.</td>
<td></td>
<td></td>
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<tr>
<td><strong>1.RF.3g</strong> Recognize and read grade-appropriate irregularly spelled</td>
<td></td>
<td></td>
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<tr>
<td>words.</td>
<td>I can read sight words.</td>
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</tr>
</tbody>
</table>

| Assessed weekly\assessed unit |                                                                 |                                                                 |

<table>
<thead>
<tr>
<th>Reading Informational:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.RI.3</strong> Describe the connection between two individuals, events,</td>
<td>I can sequence events in a text.</td>
<td></td>
</tr>
<tr>
<td>ideas, or pieces of information in a text.</td>
<td></td>
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</tr>
<tr>
<td><strong>1.RI.5</strong> Know and use various text features (e.g., headings, tables</td>
<td>I can identify the text feature, Captions.</td>
<td></td>
</tr>
<tr>
<td>of contents, glossaries, electronic menus, icons) to locate key</td>
<td>I can use the text feature, captions, to locate information in a</td>
<td></td>
</tr>
<tr>
<td>facts or information in a text.</td>
<td>nonfiction text.</td>
<td></td>
</tr>
</tbody>
</table>

| Assessed unit                                                         |                                                                 |                                                                 |

<table>
<thead>
<tr>
<th>Language:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.WCE.5</strong> Identify and use adverbs in sentences.</td>
<td>I can identify adverbs that tell when something happens.</td>
<td></td>
</tr>
<tr>
<td><strong>1.L.2d</strong> Use conventional spelling for words with common spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>patterns and for frequently occurring irregular words</td>
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<tr>
<td><strong>1.L.4</strong> Determine or clarify the meaning of unknown and multiple</td>
<td>I can determine the meaning of unknown and multiple meaning</td>
<td></td>
</tr>
<tr>
<td>meaning words and phrases based on grade 1 reading and content,</td>
<td>words using context clues.</td>
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<tr>
<td>choosing flexibly from an array of strategies.</td>
<td></td>
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<tr>
<td><strong>1.L.4c</strong> Identify frequently occurring root words (e.g., look) and</td>
<td>I can identify root words and suffixes.</td>
<td></td>
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<tr>
<td>their inflectional forms (e.g., looks, looked, looking). **Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weekly\assessed unit</td>
<td></td>
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<tr>
<td><strong>1.L.5c</strong> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</td>
<td>I can tell the difference between similar adjectives by defining, choosing, or acting out the meanings.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.W.3</strong> 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.</td>
<td>I can write to tell how to do something.</td>
<td></td>
</tr>
<tr>
<td><strong>1.W.5</strong> 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.</td>
<td>I can use time order words in my writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Informational:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.RI.5</strong> 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.</td>
<td>I can use text features to help me find important information about a topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.W.2</strong> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>I can participate in shared research projects.</td>
<td></td>
</tr>
<tr>
<td><strong>1.W.7</strong> 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).</td>
<td></td>
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</tr>
<tr>
<td><strong>1.W.8</strong> With guidance and support from adults, recall information from provided sources to answer a question.</td>
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<tr>
<td><strong>1.WCE.9</strong> Demonstrate appropriate use of a mouse, shift key, space bar, and enter or return key.</td>
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<tr>
<td><strong>1.WCE.10</strong> Use right/left hand positioning on the keyboard.</td>
<td></td>
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<tr>
<td><strong>1.WCE.11</strong> Maintain correct posture at the keyboard.</td>
<td></td>
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<tr>
<td><strong>Reading Foundation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.RF.2b</strong> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td>I can read and write words with vowel sound /ar/ like in car.</td>
<td></td>
</tr>
<tr>
<td><strong>1.RF.2c</strong> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
<td></td>
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</tr>
<tr>
<td><strong>1.RF.3b</strong> Decode regularly spelled one-syllable words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.RF.3g</strong> Recognize and read grade-appropriate irregularly spelled words.</td>
<td>I can read sight words.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessed weekly**

\[\text{assessed unit}\]
<table>
<thead>
<tr>
<th>Reading Literature:</th>
<th>I can identify words and phrases that tell me how something looks, smells, tastes, and feels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.RL.4 Identify words and phrases in</td>
<td>I can identify words and phrases that suggest feelings or appeal to the senses. <strong>Assessed weekly</strong></td>
</tr>
<tr>
<td>stories or poems that suggest feelings</td>
<td><strong>assessed unit</strong></td>
</tr>
<tr>
<td>or appeal to the senses. **Assessed</td>
<td></td>
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<tr>
<td>weekly**</td>
<td></td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td>I can identify and use conjunctions.</td>
</tr>
<tr>
<td>1.L.1g Use frequently occurring</td>
<td>I can determine the meaning of unknown and multiple meaning words using context clues.</td>
</tr>
<tr>
<td>conjunctions (e.g., and, but, or, so,</td>
<td></td>
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<tr>
<td>because). <strong>Assessed unit</strong></td>
<td></td>
</tr>
<tr>
<td>1.L.2d Use conventional spelling for</td>
<td></td>
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<tr>
<td>words with common spelling patterns and</td>
<td></td>
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<tr>
<td>for frequently occurring irregular</td>
<td></td>
</tr>
<tr>
<td>words. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.L.4a Use sentence-level context as a</td>
<td></td>
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<tr>
<td>clue to the meaning of a word or phrase</td>
<td></td>
</tr>
<tr>
<td><strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.L.5a Sort words into categories (e.g.,</td>
<td>I can write directions to a place.</td>
</tr>
<tr>
<td>colors, clothing) to gain a sense of the</td>
<td></td>
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<tr>
<td>concepts the categories represent.</td>
<td></td>
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<tr>
<td>1.L.5b Define words by category and by</td>
<td></td>
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<tr>
<td>one or more key attributes (e.g., a duck is</td>
<td></td>
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<tr>
<td>a bird that swims; a tiger is a large</td>
<td></td>
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<tr>
<td>cat with stripes).</td>
<td></td>
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<tr>
<td><strong>Writing:</strong></td>
<td>I can identify and use adjectives.</td>
</tr>
<tr>
<td>1.W.2 Write informative/explanatory</td>
<td></td>
</tr>
<tr>
<td>texts in which they name a topic, supply</td>
<td></td>
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<tr>
<td>some facts about the topic, and provide</td>
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<tr>
<td>some sense of closure.</td>
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<tr>
<td>1.W.5 With guidance and support from</td>
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<tr>
<td>adults, focus on a topic, respond to</td>
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<tr>
<td>questions and suggestions from peers,</td>
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<tr>
<td>and add details to strengthen writing</td>
<td></td>
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<tr>
<td>as needed.</td>
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</tr>
<tr>
<td><strong>Reading Foundation:</strong></td>
<td>I can read and write words with the vowel sounds er, ir, ur, and or.</td>
</tr>
<tr>
<td>1.RF.2b Orally produce single-syllable</td>
<td>I can read words with the inflectional ending –er.</td>
</tr>
<tr>
<td>words by blending sounds (phonemes),</td>
<td></td>
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<tr>
<td>including consonant blends.</td>
<td></td>
</tr>
<tr>
<td>1.RF.3b Decode regularly spelled</td>
<td>I can read sight words.</td>
</tr>
<tr>
<td>one-syllable words. <strong>Assessed weekly</strong></td>
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</tr>
<tr>
<td>1.RF.3f Read words with inflectional</td>
<td></td>
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<tr>
<td>endings. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td>1.RF.3g Recognize and read grade-</td>
<td></td>
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<tr>
<td>appropriate irregularly spelled words.</td>
<td></td>
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<tr>
<td><strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature:</strong></td>
<td>I can understand what happens in a story and why it happens (cause and effect).</td>
</tr>
<tr>
<td>1.RL.3 Describe characters, settings,</td>
<td></td>
</tr>
<tr>
<td>and major events in a story, using key</td>
<td></td>
</tr>
<tr>
<td>details. <strong>Assessed weekly</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td>I can identify and use adjectives.</td>
</tr>
<tr>
<td>1.L.1f Use frequently occurring</td>
<td></td>
</tr>
<tr>
<td>adjectives. <strong>Assessed unit</strong></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>1.L.2d</strong></td>
<td>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
</tr>
<tr>
<td><strong>1.L.5d</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>1.W.5</strong></td>
<td>Writing: 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.</td>
</tr>
<tr>
<td><strong>1.RF.2b</strong></td>
<td>Reading Foundation: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
</tr>
<tr>
<td><strong>1.RF.2d</strong></td>
<td>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
</tr>
<tr>
<td><strong>1.RF.3b</strong></td>
<td>Decode regularly spelled one-syllable words. Assessed weekly</td>
</tr>
<tr>
<td><strong>1.RF.3g</strong></td>
<td>Recognize and read grade-appropriate irregularly spelled words. Assessed weekly/assessed unit</td>
</tr>
<tr>
<td><strong>1.RI.3</strong></td>
<td>Reading Informational: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
<tr>
<td><strong>1.RI.9</strong></td>
<td>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
<tr>
<td><strong>1.L.1f</strong></td>
<td>Language: Use frequently occurring adjectives. Assessed unit</td>
</tr>
<tr>
<td><strong>1.WCE.6</strong></td>
<td>Abbreviate titles and days of the week.</td>
</tr>
</tbody>
</table>

I can choose a better word to replace an adjective or verb.

I can write a description of a place.

I can read and write words with the vowel sounds or, ore, and oar.

I can read sight words.

I can describe the problem and solution in a text.

I can compare and contrast two texts on the same topic by telling how they are alike and different.

I can identify and use correctly adjectives that compare.

I can abbreviate titles and the days of the week.
**Writing:**

<table>
<thead>
<tr>
<th>1.W.3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.W.5</td>
<td>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.</td>
</tr>
</tbody>
</table>

| I can write a personal narrative. |