

Common Core State Standards Correlation

Level B

(correlated to Grade One Common Core State Standards)

Select Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text. (*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (*interpreted through an artwork)

Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (*interpreted through a photo)

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (*interpreted through a photo)

Speaking and Listening Standards

Comprehension and Collaboration

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 (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. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters. (N/A)
 - 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*).
 - 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*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)* (N/A)

Vocabulary Acquisition and Use

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. (*interpreted through an image)
 - b. Use frequently occurring affixes as a clue to the meaning of a word. (*interpreted through an image)
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - 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.
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 named my hamster Nibbles because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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Level B

(correlated to Grade One Common Core State Standards)

Select Reading Standards for Literature**Key Ideas and Details**

1. Ask and answer questions about key details in a text. (*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (*interpreted through an artwork)

Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (*interpreted through a photo)

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (*interpreted through a photo) (N/A)

Speaking and Listening Standards**Comprehension and Collaboration**

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 (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. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters. (N/A)
 - 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*). (N/A)
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - 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*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)* (N/A)

Vocabulary Acquisition and Use

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. (*interpreted through an image)
 - b. Use frequently occurring affixes as a clue to the meaning of a word. (*interpreted through an image)
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - 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.
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 named my hamster Nibblet because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)

Level B

(correlated to Grade One Common Core State Standards)

Select Reading Standards for Literature**Key Ideas and Details**

1. Ask and answer questions about key details in a text. (*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (*interpreted through an artwork)

Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (*interpreted through a photo)

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (*interpreted through a photo)

Speaking and Listening Standards**Comprehension and Collaboration**

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 (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. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18							
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Language Standards

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 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). (N/A)
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
 - 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*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)* (N/A)

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 - 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).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
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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 named my hamster Nibbles because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)

Level B

(correlated to Grade One Common Core State Standards)

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Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (*interpreted through a photo)

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (*interpreted through a photo)

Integration of Knowledge and Ideas

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Speaking and Listening Standards**Comprehension and Collaboration**

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Presentation of Knowledge and Ideas

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6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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 - 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*).
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Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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