

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature  
 W = Writing  
 OLLS = Oral Language, Listening, and Speaking  
 V = Visual Literacy

RF = Foundational Skills  
 RL = Literature  
 W = Writing

RI = Informational Reading  
 SL = Speaking and Listening  
 L = Language Standards

FIRST GRADE

PASS		Standard	CCSS		Standard
Strand	Standard #		Strand	Standard #	
RL		<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.</b>			
RL	1	<b>Standard 1: Print Awareness - The student will develop and demonstrate knowledge of print awareness.</b>			
RL	1.1	Read from left to right, top to bottom.			
RL	1.2	Track print as text is being read.			
RL	1.3	Recognize the difference among letters, words, and sentences.			
RL	2	<b>Standard 2: Phonological/Phonemic Awareness - The student will develop and demonstrate knowledge of phonological/phonemic awareness.</b>	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2	<b>Standard 2: Phonological/Phonemic Awareness - The student will develop and demonstrate knowledge of phonological/phonemic awareness.</b>	RF	3.d	Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RL	2.1	Create and state groups of rhyming words.	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2.1	Create and state groups of rhyming words.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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RL	2.3	Distinguish onset (beginning sound) and rime in one syllable words.	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2.3	Distinguish onset (beginning sound) and rime in one syllable words.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
RL	2.4	Segment and blend the phonemes of one-syllable words.	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2.4	Segment and blend the phonemes of one-syllable words.	RF	2.d	Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RL	2.4	Segment and blend the phonemes of one-syllable words.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
RL	2.5	Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2.5	Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.	RF	2.c	Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RL	2.5	Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
RL	2.6	Add or delete a phoneme to a word.	RF	2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RL	2.6	Add or delete a phoneme to a word.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
RL	3	<b>Standard 3: Phonics/Decoding - The student will apply sound-symbol relationships to decode unknown words.</b>	RF	3.e	Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.
RL	3.1.a	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use short and long vowel patterns.	RF	2.a	Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words .
RL	3.1.a	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use short and long vowel patterns.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	3.1.a	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use short and long vowel patterns.	RF	3.b	Phonics and Word Recognition: Decode regularly spelled one-syllable words.

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RL	3.1.b	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use r-controlled vowel patterns	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	3.1.c	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use blends, digraphs, and diphthongs.	RF	2.b	Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RL	3.1.c	Phonetic Analysis - Apply phonics knowledge to decode one-syllable words: Use blends, digraphs, and diphthongs.	RF	3.a	Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
RL	3.2	Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	3.2	Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.	RF	3.f	Phonics and Word Recognition: Read words with inflectional endings.
RL	3.2	Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.	L	4.b	Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.
RL	3.2	Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.	L	4.c	Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
RL	4	<b>Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	L	5	Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RL	4.1	Increase personal vocabulary by listening to and reading a variety of text and literature.			
RL	4.2	Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	L	5	Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
RL	4.3	Use new vocabulary and language in own speech and writing.	L		

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RL	4.4	Classify categories of words.	L	5.a	Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
RL	4.4	Classify categories of words.	L	5.b	Vocabulary Acquisition and Use: 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).
			L	5.c	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
			L	5.d	Vocabulary Acquisition and Use: 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 their meanings.
RL	5	<b>Standard 5: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</b>	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	5.1	Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	5.1	Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.	RF	4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RL	5.2	Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader).	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	5.3	Students will engage in repeated readings of the same text to increase fluency.	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	5.4	Recognize 100-200 high frequency and/or common irregularly spelled words in text. (e.g., have, to, was, where, said).	RF	3.g	Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
RL	5.4	Recognize 100-200 high frequency and/or common irregularly spelled words in text. (e.g., have, to, was, where, said).	RF	4	Read with sufficient accuracy and fluency to support comprehension.

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RL	5.5	Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	6	<b>Standard 6: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</b>	RL	3	Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.
RL	6.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.	RL	10	Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL	6.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.	RF	4.a	Read grade-level text with purpose and understanding.
RL	6.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.	RI	10	Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.
RL	6.1.b	Literal Understanding: Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.	W	8	Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
RL	6.1.b	Literal Understanding: Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.	RI	7	Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.
RL	6.1.c	Literal Understanding: Respond to questions designed to aid general comprehension.			
RL	6.2	Inferences and Interpretations - Make simple inferences based on what is stated in text.			
RL	6.3.a	Summary and Generalization: Retell or act out stories and events using beginning, middle, and ending.	RI	2	Key Ideas and Details: Identify the main topic and retell key details of a text.
RL	6.3.b	Summary and Generalization: Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.	RI	2	Key Ideas and Details: Identify the main topic and retell key details of a text.
RL	6.3.c	Summary and Generalization: Draw and discuss visual images based on text information.			
RL	6.4.a	Analysis and Evaluation: Identify simple cause and effect relationships.			
RL	6.4.b	Analysis and Evaluation: Mark favorite passages.			

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RL	6.5	Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.	RF	4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL	6.5	Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.	L	4	Vocabulary Acquisition and Use: 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.
RL	6.5	Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.	L	4.a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
RL	6.5	Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.	RI	4	Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RL	7	<b>Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.</b>			
RL	7.1.a	Literary Genres - The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature: Discriminate between fiction and nonfiction.	RL	5	Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL	7.1.b	Literary Genres - The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature: Recognize elements of different cultures in multicultural tales.			
RL	7.2.a	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe the roles of authors and illustrators in telling a story or presenting information.	RL	6	Craft and Structure: Identify who is telling the story at various points in a text.
RL	7.2.a	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Describe the roles of authors and illustrators in telling a story or presenting information.	RI	6	Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL	7.2.b	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and describe the plot, setting, and character(s) in a story.	L	1	Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.

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RL	8	<b>Standard 8: Research and Information - The student will conduct research and organize information.</b>	1	1	Research to Build and Present Knowledge: 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).
RL	8.1.a	Accessing Information: Select the best source for a given purpose: Alphabetize words to the first letter.			
RL	8.1.b	Accessing Information: Select the best source for a given purpose: Read and follow simple written directions.			
RL	8.1.c	Accessing Information: Select the best source for a given purpose: Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.	RI	1	Craft and Structure: 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.
RL	8.1.d	Accessing Information: Select the best source for a given purpose: Access information from simple charts, maps, graphs, and calendars.			
RL	8.2	Interpreting Information: Analyze and evaluate information from a variety of sources and generate questions about topics of personal interest and find books to gather information.			
			RI	8	Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.
			RL	6	Craft and Structure: Identify who is telling the story at various points in a text.
W	Main Strand	<b>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</b>			
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>			
W	1.1	Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters.			
W	1.2	Introduce a process approach to create a first draft with teacher assistance, applying developmentally appropriate steps of prewriting and first draft composition.			

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W	1.3.a	Begin understanding of the revision process with teacher assistance: Create a main idea.	W	5	Production and Distribution of 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.
W	1.3.b	Begin understanding of the revision process with teacher assistance: Apply details to support the main idea.	W	5	Production and Distribution of 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.
W	1.3.c	Begin understanding of the revision process with teacher assistance: Create a logical sequence of events.			
W	1.4	Introduce, with teacher assistance, editing/proofreading of the first draft for simple usage, mechanics, and spelling.			
W	1.5	Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination.			
W	1.6	Publish and present the final writing product to various audiences, such as peers or adults.			
W	2	<b>Standard 2: Modes and forms of writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.</b>			
W	2.1	Recognize modes and forms of language such as informing, persuading, and entertaining.	W	2	Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W	2.1	Recognize modes and forms of language such as informing, persuading, and entertaining.	W	2	Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W	2.2	Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.	W	3	Text Types and Purposes: 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.

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W	2.2	Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.	W	3	Text Types and Purposes: 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.
W	2.3	Write brief description, using some details, of a real object, person, place, or event.			
W	2.4	Develop, with teacher assistance, "thank you" notes, friendly letters, and invitations to a specific audience or person.			
W	2.5	Make journal entries.			
W	2.6	Introduce and compose, with teacher assistance, different modes of simple rhymes and poems.			
W	3	<b>Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</b>	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Subject (naming part) and predicate (action part)	L	1.c	Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
W	3.1.a	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Subject (naming part) and predicate (action part)	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.1.b	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Singular and plural nouns	L	1.b	Conventions of Standard English: Use common, proper, and possessive nouns.
W	3.1.b	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Singular and plural nouns	L	1.d	Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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W	3.1.b	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Singular and plural nouns	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.1.c	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Common and proper nouns	L	1.d	Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
W	3.1.c	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Common and proper nouns	L	1.e	Conventions of Standard English: 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).
W	3.1.c	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Common and proper nouns	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.1.d	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Singular, personal, gender pronouns			
W	3.1.e	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Nominative and possessive pronouns	L	1.f	Conventions of Standard English: Use frequently occurring adjectives.
W	3.1.e	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Nominative and possessive pronouns	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.1.f	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Present and past tense verbs	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.1.g	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Contractions	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.1.h	Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing: Adjectives	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the first word of a sentence and the pronoun "I."	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the first word of a sentence and the pronoun "I."	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (John, Sally).	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (John, Sally).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (John, Sally).	L	2.a	Conventions of Standard English: Capitalize dates and names of people.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Joe).	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Joe).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize months and days of the weeks (December, Monday).	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize months and days of the weeks (December, Monday).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize months and days of the weeks (December, Monday).	L	2.a	Conventions of Standard English: Capitalize dates and names of people.
W	3.2.e	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize titles (Dr., Mr., and Mrs.).	L	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.e	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize titles (Dr., Mr., and Mrs.).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.f	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize initials of people (A.J. Smith).	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.2.f	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize initials of people (A.J. Smith).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	RF	1.a	Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	L	2.b	Conventions of Standard English: Use end punctuation for sentences.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	2.c	Conventions of Standard English: Use commas in dates and to separate single words in a series.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use a period in common abbreviations.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.4	Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).	SL	6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
W	3.5	Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.			
W	3.6.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly frequently used grade-level-appropriate sight words.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.6.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly frequently used grade-level-appropriate sight words.	L	2.d	Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
W	3.6.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly frequently used grade-level-appropriate sight words.	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W	3.6.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell short vowel words using the cvc pattern	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.6.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell short vowel words using the cvc pattern	L	2.d	Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
W	3.6.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell short vowel words using the cvc pattern	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W	3.6.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell long vowel words using the cvce pattern	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.6.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell long vowel words using the cvce pattern	L	2.d	Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
W	3.6.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell long vowel words using the cvce pattern	L	2.e	Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W	3.7.a	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: Print legibly and space letters, words, and sentences appropriately.			
W	3.7.b	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: Print using left to right progression moving from the top to the bottom of the page.			
			W	1	Text Types and Purposes: 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.
			W	6	Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
OLLS	Main Strand	<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>			
OLLS	1	<b>Standard 1: Listening - The student will listen for information and for pleasure.</b>			
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	RL	1	Key Ideas and Details: Ask and answer questions about key details in a text.
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	1.a	Comprehension and Collaboration: 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).
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	1.c	Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	2	Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	3	Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	RI	1	Key Ideas and Details: Ask and answer questions about key details in a text.
OLLS	1.2	Give, restate, and follow simple two-step directions			
OLLS	2	<b>Standard 2: Speaking: The student will express ideas or opinions in group or individual settings.</b>			
OLLS	2.1	Stay on topic when speaking.			
OLLS	2.2	Use descriptive words when speaking about people, places, things and events.	RL	2	Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
OLLS	2.2	Use descriptive words when speaking about people, places, things and events.	RL	4	Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
OLLS	2.2	Use descriptive words when speaking about people, places, things and events.	SL	4	Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
OLLS	2.2	Use descriptive words when speaking about people, places, things and events.	L	6	Vocabulary Acquisition and Use: 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).
OLLS	2.3	Recite poems, rhymes, songs and stories.	RL	4	Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
OLLS	2.4	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	RL	2	Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.5	Relate an important life event or personal experience in a simple sequence.			
OLLS	2.6	Provide descriptions with careful attention to sensory detail.	SL	5	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.
OLLS	2.7	Use visual aids such as pictures and objects to present oral information.	SL	5	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.
OLLS	2.7	Use visual aids such as pictures and objects to present oral information.	SL	5	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
OLLS	3	<b>Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.</b>	SL	1	Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
OLLS	3.1	Show respect and consideration for others in verbal and physical communications.	SL	1.a	Comprehension and Collaboration: 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).
OLLS	3.2	Make contributions in group discussions.	SL	1.a	Comprehension and Collaboration: 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).
OLLS	3.2	Make contributions in group discussions.	SL	1.b	Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
V	Main Strand	<b>The student will interpret, evaluate, and compose visual messages.</b>			
V	1	<b>Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.</b>			

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	1.1	Respond to visual messages by distinguishing between fiction and nonfiction in stories, videos, and television programs.			
V	1.2	Respond through talk, movement, music, art, drama and writing in ways that reflect understanding of a variety of stories and poems.			
V	2	<b>Standard 2: Evaluate Media - The student will evaluate visual and electronic media such as film as compared with printed messages.</b>			