

# 1<sup>st</sup> Grade

## Reading: Literature

### Key Ideas and Details

	<b>RL.1.1</b> With prompting and support, ask and answer questions about key details in a text.
	<b>RL.1.2</b> With prompting and support, retell familiar stories, including key details.
	<b>RL.1.3</b> With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure

	<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to senses.
	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
	<b>RL.1.6</b> Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.
	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
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## Reading: Informational

### Key Ideas and Details

	<b>RI.1.1</b> Ask and answer questions about key details in a text.
	<b>RI.1.2</b> Identify the main topic and retell key details of a text.
	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text

### Craft and Structure

	<b>RI.1.4</b> Ask and answer questions about unknown words in a text.
	<b>RI.1.5</b> Know and use various text features (headings, table of contents, glossaries) to locate key facts or information in a text.
	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

### Integration of Knowledge and Ideas

	<b>RI.1.7</b> Use illustrations and details in a story to describe its key ideas.
	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.
	<b>RI.1.9</b> Identify basis similarities in and differences between two texts on the same topic.

### Range of Reading and Level of Text Complexity

	<b>RI.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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## Reading: Foundational

### Print Concepts

**RF.1.1** Recognize the distinguishing features of a sentence.

### Phonological Awareness

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2a** Distinguish long from short vowels in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds, including consonant blends.

**RF.1.2c** Isolate and produce initial, medial vowel, and final sounds in single-syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of sounds.

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## Reading: Foundational

### Phonics and Word Recognition

	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>RF.1.3a</b> Know the spelling-sound correspondences for common digraphs,
	<b>RF.1.3b</b> Decode regularly spelled one-syllable words.
	<b>RF.1.3c</b> Know final –e and common vowel team conventions for representing long vowel sounds.
	<b>RF.1.3d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	<b>RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the word into syllables.
	<b>RF.1.3f</b> Read words with inflectional endings.
	<b>RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.

### Fluency

	<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>RF.1.4a</b> Read grade-level text with purpose and understanding.
	<b>RF.1.4</b> Read grade-level text orally with accuracy, appropriate rate and expression.
	<b>RF.1.4</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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## Writing

### Text Types and Purposes

	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason and provide some sense of closure.
	<b>W.1.2</b> Write information/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
	<b>W.1.3</b> 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.

### Production and Distribution of Writing

	<b>W.1.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
	<b>W.1.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

	<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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## Speaking and Listening

### Comprehension and Collaboration

**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 and taking turns speaking about the topics and texts under discussion).

**SL.1.1b** Continue a conversation through multiple exchanges.

**SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through media.

**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.

### Presentation of Knowledge and Ideas

**SL.1.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.1.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.1.6** Produce complete sentences when appropriate to task and situation. .

# 1<sup>st</sup> Grade Language

## Conventions of Standard English

	<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>L.1.1a</b> Print all upper- and lowercase letters.
	<b>L.1.1b</b> Use common, proper and possessive nouns.
	<b>L.1.1c</b> Use singular and plural nouns with matching verbs in basic sentences.
	<b>L.1.1d</b> Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, everything)
	<b>L.1.1e</b> Use verbs to convey a sense of past, present and future.
	<b>L.1.1f</b> Use frequently occurring adjectives.
	<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>L.1.2a</b> Capitalize date and names of people.
	<b>L.1.2b</b> Use end punctuation for sentences.
	<b>L.1.2c</b> Use commas in dates and separate single words in a series.
	<b>L.1.2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	<b>L.1.2e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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## Vocabulary Acquisition and Use

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**L.1.4a** Use sentence level context as a clue to the meaning of a word or phrase.

**L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.

**L.1.4c** Identify frequently occurring root words and their inflectional forms (looks, looked, looking)

**L.1.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

**L.1.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**L.1.5b** Define words by category and by one or more key attributes ( a duck is a bird that swims).

**L.1.5c** Identify real-life connections between words and their use (note places at home that are cozy)

**L.1.5d** Distinguish shades of meaning among verbs (look, peek, glance) and adjectives differing in intensity (large, gigantic) by defining or choosing them or by acting out the means.

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.