



Strands>	Reading: Literature (RL.1.x)	Reading: Informational Text (RI.1.x)		Reading: Foundational Skills (RF.1.x)	Writing: (W.1.x)	Language (L.1.x)	Speaking & Listening (SL.1.x)
Key Ideas and Details	RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.	Print Concepts >	RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	W.1.1 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.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1a Print all upper- and lowercase letters.	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
	RL.1.2 Re-tell stories, including key details , and demonstrate understanding of their central message or lesson.	RI.1.2 Identify the main topic and retell key details of a text.	Phonological Awareness >	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	L.1.1b Use common, proper, and possessive nouns. L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	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).
	RL.1.3 Describe characters, settings, and major events in a story , using key details.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends .	W.1.3 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.	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RF.1.2c Isolate and pronounce initial, medial vowel , and final sounds (phonemes) in spoken single-syllable words.	(W.1.4 begins in grade 3)	L.1.1e 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).	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		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.	L.1.1f Use frequently occurring adjectives L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
Craft and Structure							

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	RL.1.6 Identify who is telling the story at various points in a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Phonics & Word Recognition >	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	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.	L.1.1h Use determiners . (e.g., articles, demonstratives) L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	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.
Integration of Knowledge & Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.		RF.1.3b Decode regularly spelled one-syllable words. RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	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).	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	(RL.1.8 not applicable to literature)	RI.1.8 Identify the reasons an author gives to support points in a text .		RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question .	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f Read words with inflectional endings.	(W.1.9 begins in grade 4)	L.1.2a Capitalize dates and names of people. L.1.2b Use end punctuation for sentences. L.1.2c Use commas in dates and to separate single words in a series.	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
Reading Range & Text Complexity Level	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.		RF.1.3g Recognize and read grade-appropriate irregularly spelled words .	(W.1.10 begins in grade 3)	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
				Continued on next page		L.1.2e Spell untaught words phonetically , drawing on phonemic awareness and spelling conventions.	

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			Fluency >	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p>		<p>(L.1.3 begins in grade 2) The following Language standards are stretched across two columns to conserve space.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>	
				<p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p>	
				<p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	
						<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
						<p>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	
						<p>L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	
						<p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	
						<p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	
						<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	

