



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

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

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			Fluency >	<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.1.4a</b> 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><b>L.1.4</b> 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><b>RF.1.4b</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p><b>L.1.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4b</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>	
				<p><b>RF.1.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p><b>L.1.4c</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	
						<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
						<p><b>L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	
						<p><b>L.1.5b</b> 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><b>L.1.5c</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	
						<p><b>L.1.5d</b> 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><b>L.1.6</b> 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>	

