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| **First Grade Language Arts Common Core Standards** | | |
| **Domain** | **Standard** | **Description** |
| **Literature** | **RL 1.1** | Ask and answer questions about key details in a text. |
| **RL 1.2** | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| **RL 1.3** | Describe characters, setting, and major events in a story, using key details |
| **RL 1.4** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| **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. |
| **RL 1.6** | Identify who is telling the story at various points in the text. |
| **RL 1.7** | Use illustrations and details in a story to describe its characters, setting, or events |
| **RL 1.9** | Compare and contrast the adventures and experiences of characters in stories. |
| **RL 1.10** | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| **Informational Text** | **RI 1.1** | Ask and answer questions about key details in a text. |
| **RI 1.2** | Identify the main topic and retell key details of a text. |
| **RI 1.3** | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| **RI 1.4** | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| **RI 1.5** | Know and use various text features to locate key facts or information in a text. (heading, tables of contents, glossaries, etc.) |
| **RI 1.6** | Distinguish between information provided by pictures or other illustrations and information provided by the words in text. |
| **RI 1.7** | Use the illustrations and details in a text to describe its key ideas. |
| **RI 1.8** | Identify the reasons an author gives to support points in a text. |
| **RI 1.9** | Identify basic similarities in and differences between two texts on the same topic. |
|  | **RI 1.10** | With prompting and support, read informational texts appropriately complex for grade 1. |
| **Foundational Skills** | **RF 1.1** | Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.) |
| **RF 1.2** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes.) –Distinguish long from short vowel sounds in spoken single-syllable words. –Orally produce single-syllable words by blending sounds, including consonant blends. –Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. –Segment spoken single-syllable words into their complete sequence of individual sounds. |
| **RF 1.3** | Know and apply grade-level phonics and word analysis skills in decoding words. –Know final –e and common vowel team conventions for representing long vowel sounds. –Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. –Decode two-syllable words following basic patterns by breaking the words into syllables. |
| **RF 1.4** | Read with sufficient accuracy and fluency to support comprehension (Reading at grade 1 with comprehension grade 1) |
| **Writing** | **W 1.1** | 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 1.2** | Write informative/explanatory texts in which they name a topic, supply some facts about the tropic, and provide some sense of closure. |
| **W 1.3** | 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. |
| **Speaking**  **And**  **Listening** | **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. –Follow agreed-upon rules for discussions. -Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. –Ask questions to clear up any confusion about the topics and texts under discussion. |
| **SL 1.2** | Ask and answer questions about key details in a text read aloud or information presented orally or through other 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. |
| **SL 1.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| **SL 1.5** | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| **SL 1.6** | Produce complete sentences when appropriate to task and situation. |
| **Language** | **L 1.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. –Use verbs to convey a sense of past, present, and future. –Use frequently occurring adjectives. –Use frequently occurring conjunctions. – Use determiners. –Use frequently occurring prepositions –Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| **L 1.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. –Use commas in dates and to separate single words in a series. –Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| **L 1.4** | 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. |
| **L 1.5** | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| **L 1.6** | Use words and phrases acquired through conversations, reading and being read to, and responding o texts, including using frequently occurring conjunctions to signal simple relationships. |
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