

Reading Standards: Literature

1.RL.1	Ask and answer questions about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.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.
1.RL.6	Identify who is telling the story at various points in a text.
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards: Informational Text

1.RI.1	Ask and answer questions about key details in a text.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, or pieces of information in text.
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.5	Know and use various text features to locate key facts or information in a text. (headings, table of contents, glossary, menus, icons)
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by words in a text.
1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic. (illustrations, descriptions, or procedures)
1.RI.10	With prompting and support, read informational text appropriately complex for grade 1.

Reading Standards: Foundational Skills

1.RF.1	Demonstrate understanding of the organization and basic features of print.
a.	Recognize the distinguishing features of a sentence (eg.first word, capitalization, punctuation)
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
a.	Distinguish long from short vowel sounds in spoken single-syllable words.
b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c.	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
d.	Segment spoken single-syllable words into their complete sequence of individual sounds.
1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
a.	Know the spelling-sound corespondences for common consonant digraphs.
b.	Decode regularly spelled one-syllable words.
c.	Know final -e and common vowel team conventions for representing long vowel sounds.
d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
f.	Read words with inflectional endings.
g.	Recognize and read grade-appropriate irregularly spelled words.
1.RF.4	Read with sufficient accuracy and fluency to support comprehension.
a.	Read on-level-text with purpose and understanding.
b.	Read on-level-text orally with accuracy, appropriate rate, and expression on successive readings.
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

1.W.1	Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.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.
1.W.5	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.W.6	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
1.W.7	Participate in shared research and writing projects. (explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.
1.W.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Standards for Speaking and Listening

1.SL.1	Participate in collaborative conversations with partners about grade 1 topics and texts with peers and adults in small and larger groups.
a.	Follow rules for discussion. (listening to others, speaking one at a time, etc.)
b.	Build on conversations by responding to comments through multiple exchanges
c.	Ask questions to clear up confusion about topic or texts in under discussions
1.SL.2	Ask/Answer ?'s about key details in real aloud or info presented orally or through media.
1.SL.3	Ask/Answer ?'s about what a speaker says in order to gather additional info or clarify something that is not understood.
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.5	Add drawings/visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.
1.SL.6	Produce complete sentences when appropriate to task and situation.

Language Standards

1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a.	Print all upper and lowercase letters.
b.	Use common, proper, and possessive nouns.
c.	Use singular/plural nouns w/matching verbs in basic sentences. (He hops/We hop)
d.	Use personal, possessive, and indefinite pronouns. (me, my, they, anyone, anything)
e.	Use verbs to convey a sense of past, present, future. (walk, walked ,will walk)
f.	Use frequently occurring adjectives.
g.	Use frequently occurring conjunctions (and, but, or, so, because)
h.	Use determiners (articles, demonstratives)
i.	Decode regularly spelled one-syllable words.
j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a.	Capitalize dates and names of people.
b.	Use end punctuation for sentences.
c.	Use commas in dates and to separate single words in a series.
d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.
a.	Use sentence-level context as a clue to the meaning of a word or phrase.
b.	Use frequently occurring affixes as a clue to the meaning of a word.
c.	Identify frequently occurring root words. (look, looks, looked, looking)
1.L.5	With guidance and support, demonstrate understanding of word relationships and nuances in word meaning.
a.	Sort words into categories (colors, clothing) to gain sense of cocepts the categories represent.
b.	Define words by category and by one or more key attributes (a duck is a bird that swims, a tiger is a cat with stripes)
c.	Identify real-life connections between words and their use. (notes places at home that are cozy)
d.	Distinguish shades of meaning among verbs differing in manner (look, glance, scowl) and adjectives differing in intensity (large, gigantic) by defining or choosing them or by acting out the meanings.
1.L.6	Use words/phrases acquired through conversations/reading/responding to text, including using frequently occurring conjunctions to signal simple relationships (because...)