

Grade 1

Adopted 2016

Foundational Literacy

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **FL.PC.1**
 1. Demonstrate understanding of the organization and basic features of print. **1.FL.PC.1**
 - a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. **1.FL.PC.1.A**
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Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **FL.PA.2**
 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **1.FL.PA.2**
 - a. Distinguish long from short vowel sounds in spoken single-syllable words. **1.FL.PA.2.A**
 - b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. **1.FL.PA.2.B**
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **1.FL.PA.2.C**
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **1.FL.PA.2.D**

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **FL.PWR.3**
3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **1.FL.PWR.3**
 - a. Know the sound-spelling correspondence for common consonant digraphs. **1.FL.PWR.3.A**
 - b. Decode regularly spelled one-syllable words. **1.FL.PWR.3.B**
 - c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. **1.FL.PWR.3.C**
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **1.FL.PWR.3.D**
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables. **1.FL.PWR.3.E**
 - f. Read words with inflectional endings. **1.FL.PWR.3.F**
 - g. Recognize and read grade-appropriate irregularly spelled words. **1.FL.PWR.3.G**
 - h. Read grade-level decodable text with purpose and understanding. **1.FL.PWR.3.H**

Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **FL.WC.4**
4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **1.FL.WC.4**
 - a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. **1.FL.WC.4.A**
 - b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. **1.FL.WC.4.B**
 - c. Spell words with inflectional endings. **1.FL.WC.4.C**
 - d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. **1.FL.WC.4.D**
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **1.FL.WC.4.E**
 - f. Write many common, frequently used words and some irregular words. **1.FL.WC.4.F**
 - g. Print all upper and lowercase letters. **1.FL.WC.4.G**

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. **FL.F.5**
 5. Read with sufficient accuracy and fluency to support comprehension. **1.FL.F.5**
 - a. Read grade-level text with purpose and understanding. **1.FL.F.5.A**
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **1.FL.F.5.B**
 - c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **1.FL.F.5.C**

Sentence Composition

6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **FL.SC.6**
6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **1.FL.SC.6**
 - a. Use common, proper, and possessive nouns. **1.FL.SC.6.A**
 - b. Use singular and plural nouns with correct verbs in basic sentences. **1.FL.SC.6.B**
 - c. Use personal, possessive, and indefinite pronouns. **1.FL.SC.6.C**
 - d. Use verbs to convey a sense of past, present, and future. **1.FL.SC.6.D**
 - e. Use frequently occurring adjectives. **1.FL.SC.6.E**
 - f. Use frequently occurring conjunctions. **1.FL.SC.6.F**
 - g. Use articles and demonstratives. **1.FL.SC.6.G**
 - h. Use frequently occurring prepositions such as during, beyond, and toward. **1.FL.SC.6.H**
 - i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **1.FL.SC.6.I**
 - j. Capitalize names of people and dates. **1.FL.SC.6.J**
 - k. End sentences with correct punctuation. **1.FL.SC.6.K**
 - l. Use commas in dates and to separate single words in a series. **1.FL.SC.6.L**

Vocabulary Acquisition

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **FL.VA.7**
 - a. 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. **1.FL.VA.7.A**
 - i. Use sentence-level context as a clue to the meaning of a word or phrase. **1.FL.VA.7.A.I**
 - ii. Use frequently occurring affixes as a clue to the meaning of a word. **1.FL.VA.7.A.II**
 - iii. Identify frequently occurring root words and their inflectional forms. **1.FL.VA.7.A.III**
 - b. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **1.FL.VA.7.B**
 - i. Sort words into categories to gain a sense of the concepts the categories represent. **1.FL.VA.7.B.I**
 - ii. Define words by category and by one or more key attributes. **1.FL.VA.7.B.II**
 - iii. Identify real-life connections between words and their use. **1.FL.VA.7.B.III**
 - iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. **1.FL.VA.7.B.IV**
 - c. 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. **1.FL.VA.7.C**

Reading Literature

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.KID.1**
 1. Ask and answer questions about key details in a text. **1.RL.KID.1**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **1.RL.KID.2**
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
 3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **1.RL.KID.3**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
4. Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. **1.RL.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. **1.RL.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
6. Identify who is telling the story at various points in a text. **1.RL.CS.6**

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
7. Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **1.RL.IKI.7**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
9. Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. **1.RL.IKI.9**

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RRTC.10**
 10. With prompting and support, read stories and poems of appropriate complexity for grade 1. **1.RL.RRTC.10**
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Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.KID.1**
 1. Ask and answer questions about key details in a text. **1.RI.KID.1**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
 2. Identify the main topic and retell key details of a text. **1.RI.KID.2**
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
 3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. **1.RI.KID.3**

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
 4. Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. **1.RI.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
 5. Know and use various text features to locate key facts or information in a text. **1.RI.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **1.RI.CS.6**

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
 7. Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. **1.RI.IKI.7**
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **R.IKI.8**
 8. Identify the reasons an author provides to support points in a text. **1.RI.IKI.8**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
 9. Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. **1.RI.IKI.9**

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RRTC.10**
 10. With prompting and support, read informational texts of appropriate complexity for grade 1. **1.RI.RRTC.10**

Speaking and Listening

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. **SL.CC.2**
 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **1.SL.CC.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **SL.CC.3**
 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **1.SL.CC.3**
1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. **SL.CC.1**
 1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. **1.SL.CC.1**

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. **SL.PKI.4**
 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **1.SL.PKI.4**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **SL.PKI.5**
 5. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. **1.SL.PKI.5**
6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. **SL.PKI.6**
 6. With prompting and support, speak in complete sentences when appropriate to task and situation. **1.SL.PKI.6**

Writing

Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.TTP.1**
 1. With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. **1.W.TTP.1**
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **W.TTP.2**
 2. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. **1.W.TTP.2**
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **W.TTP.3**
 3. With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. **1.W.TTP.3**

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.PDW.4**
 4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **1.W.PDW.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.PDW.5**
 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. **1.W.PDW.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **W.PDW.6**
 6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. **1.W.PDW.6**

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. **W.RBPK.7**
 7. Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. **1.W.RBPK.7**
8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. **W.RBPK.8**
 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **1.W.RBPK.8**

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.RW.10**
 10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. **1.W.RW.10**