



COMMON CORE STATE
STANDARDS FOR
English Language Arts
Grade 1



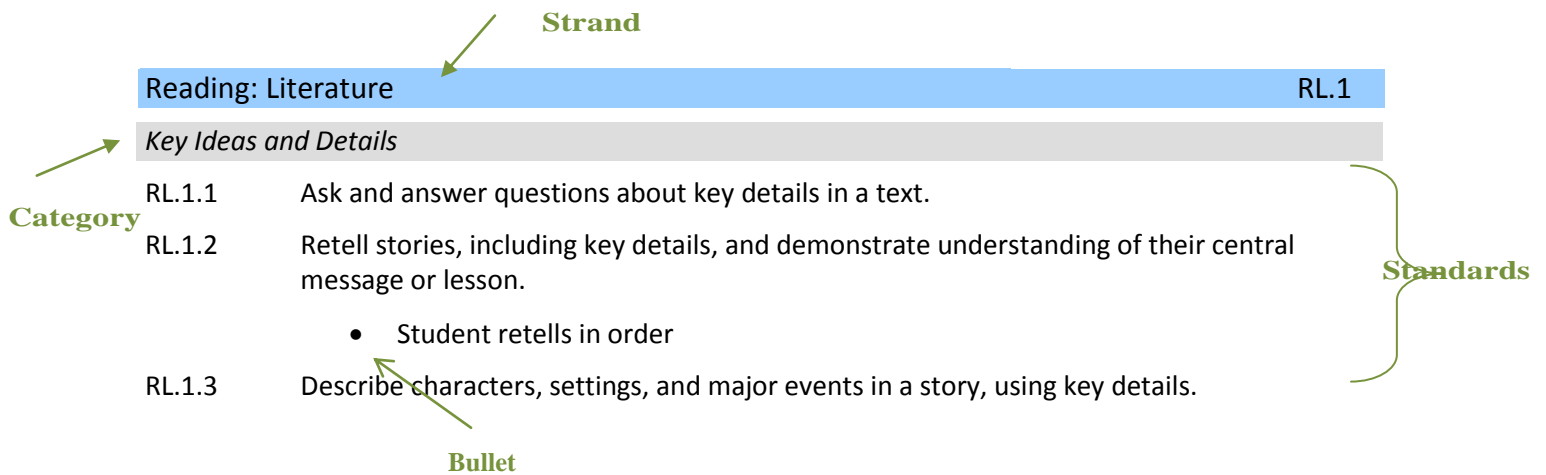
How to read the grade level standards document

Strands are the general areas of literacy within the **Common Core State Standards** and include *Reading, Writing, Speaking and Listening, and Language*. The *Reading* strand is further divided into *Literature, Informational Text, and Foundational Skills*.

Categories are larger groups of related standards within the **Strand**.

Standards define what students should understand and be able to do.

Bullets contain clarifying information added by the MJSD



Reading Standards: Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading: Literature

RL.1

Key Ideas and Details

- 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.
- Student retells in order
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- 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.
- See MJSD Author/Genre Study List
- RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 (Not applicable to literature)
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- See MJSD Author/Genre Study List

Range of Reading and Level of Text Complexity

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- End of Year DRA Level 18 (with scaffolding at higher levels)

Reading Standards: Informational Text

Reading: Informational Text

RI.1

Key Ideas and Details

- 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.

Craft and Structure

- 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 (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Headings
 - Tables of contents
 - Glossaries
 - Electronic menus (Start Menu on the computer, Destiny catalogue)
 - Icons (Internet Explorer, Destiny, icons within web pages)
 - *See MJSD K-5 Text Feature Chart*
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- 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 (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- End of Year DRA Level 18 (with scaffolding at higher levels)

Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading: Foundational Skills

RF.1

Print Concepts

- 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).

Phonological Awareness

- 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 (phonemes), including consonant blends.
 - /c/-/a/-/t/ ◇ cat; /f/-/a/-/t/ ◇ flat; /f/-/a/-/st/ ◇ fast
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Initial - mat = /m/
 - Medial - mat = /a/
 - Final - mat = /t/
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 - When given the word mat ◇ /m/ - /a/ - /t/

Phonics and Word Recognition

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - ch, sh, th
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Vowel Teams-A combination of two, three, or four letters stands for a vowel.
 - Short vowels - head, hook
 - Long vowels - boat, sigh, weigh
 - Diphthongs - toil, bout
 - 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.

- f. Read words with inflectional endings.
 - -ing, -ed, -s, -er
- g. Recognize and read grade-appropriate irregularly spelled words.
 - See MJSD grade-level word list

Fluency

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - During independent reading, the student demonstrates that they are expecting text to make sense (e.g. through comments, expressions, questions, etc.)
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Reads at an instructional **level 18**, as evidenced by running records
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing W.1

Text Types and Purposes

- 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.
- 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.
- 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.

Production and Distribution of Writing

- W.1.4 (Begins in grade 3)
- 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.
- 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.

Research to Build and Present Knowledge

- 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).
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.9 (Begins in grade 4)

Range of Writing

- W.1.10 (Begins in grade 3)

Speaking and Listening Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

SL.1

Comprehension and Collaboration

- 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 (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - 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.

Presentation of Knowledge and Ideas

- 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. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Language

L.1

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - 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*).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners (e.g., articles, demonstratives).
 - Articles – a, an, the
 - Demonstratives – this, that, these, those
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - 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.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - See MJSD grade-level word list
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

- L.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- 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., *because*).