California English Language Arts & Literacy

# Grade 1

Adopted 2010

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the 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.CCR.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.CCR.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.CCR.3

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CCR.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CCR.5
6. Assess how point of view or purpose shapes the content and style of a text. R.CCR.6

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. R.CCR.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.CCR.8
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. R.CCR.9

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10

## Reading Standards for Lit

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### Key Ideas and Details

Ask and answer questions about key details in a text. RL.1.1

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2
3. Describe characters, settings, and major events in a story, using key details. RL.1.3

**Craft and Structure**

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.) RL.1.4
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.1.5
6. Identify who is telling the story at various points in a text. RL.1.6

**Integration of Knowledge and Ideas**

7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7

   (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories. RL.1.9

**Range of Reading and Level of Text Complexity**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RL.1.10
    a. Activate prior knowledge related to the information and events in a text. RL.1.10A
    b. Confirm predictions about what will happen next in a text. RL.1.10B

**Reading Standards for Informational Text**

**Key Ideas and Details**

1. Ask and answer questions about key details in a text. RI.1.1
2. Identify the main topic and retell key details of a text. RI.1.2
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3

**Craft and Structure**

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.(See grade 1 Language standards 4–6 for additional expectations.) RI.1.4
5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.5
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.6

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**tegration of Knowledge and Ideas**

7. Use the illustrations and details in a text to describe its key ideas. RI.1.7
8. Identify the reasons an author gives to support points in a text. RI.1.8
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9

**Range of Reading and Level of Text Complexity**

10. With prompting and support, read informational texts appropriately complex for grade 1. RI.1.10
    a. Activate prior knowledge related to the information and events in a text. RI.1.10A
    b. Confirm predictions about what will happen next in a text. RI.1.10B

**Reading Standards: Foundational Skills**

**Print Concepts**

1. Demonstrate understanding of the organization and basic features of print. RF.1.1
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1A

**Phonological Awareness**

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2
    a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2A
    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2B
    c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2C
    d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2D

**Phonics and Word Recognition**

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3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. RF.1.3

   a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3A

   b. Decode regularly spelled one-syllable words. RF.1.3B

   c. Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3C

   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3D

   e. Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3E

   f. Read words with inflectional endings. RF.1.3F

   g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3G

**Fluency**

4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4

   a. Read on-level text with purpose and understanding. RF.1.4A

   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4B

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4C

**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.CCR.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.CCR.2

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.CCR.3

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.CCR.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.CCR.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.CCR.6

**esearch to Build and Present Knowledge**

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7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.CCR.7
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.CCR.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9

**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.CCR.10

## Writing Standards

**Text Types and Purposes**

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.1.1
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2
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. W.1.3

**Production and Distribution of Writing**

(Begins in grade 2)

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.1.5
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6

**Research to Build and Present Knowledge**

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.1.7
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8

(Begins in grade 4)

**Range of Writing**

(Begins in grade 2)

## College and Career Re

**Comprehension and Collaboration**

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**Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.CCR.1
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.CCR.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CCR.3

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.CCR.4
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.CCR.5
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.CCR.6

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL.1.1
   a. 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). SL.1.1.A
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.B
   c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.1.C
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2
   a. Give, restate, and follow simple two-step directions. SL.1.2.A
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3

**Presentation of Knowledge and Ideas**

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.4
   a. Memorize and recite poems, rhymes, and songs with expression. SL.1.4.A
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5
6. Produce complete sentences when appropriate to task and situation. SL.1.6

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**Co** **onventions of Standard English**

**Readiness Anchor**

## Standards for Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.CCR.1
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.CCR.2

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.CCR.3

### Vocabulary Acquisition and Use

4. 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. L.CCR.4
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.CCR.5
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.CCR.6

## Language Standards

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1
   a. Print all upper- and lowercase letters. L.1.1A
   b. Use common, proper, and possessive nouns. L.1.1B
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1C
   d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.1D
   e. 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). L.1.1E
   f. Use frequently occurring adjectives. L.1.1F
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1G
   h. Use determiners (e.g., articles, demonstratives). L.1.1H
   i. Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1I
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1J

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2
    a. Capitalize dates and names of people. L.1.2A
    b. Use end punctuation for sentences. L.1.2B
    c. Use commas in dates and to separate single words in a series. L.1.2C
    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2D
    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2E

**Knowledge of Language**

(Begins in grade 2)

**Vocabulary Acquisition and Use**

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.1.4
    a. Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4A
    b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.4B
    c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.4C
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5A
    b. 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). L.1.5B
    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5C
    d. 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.1.5D
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). L.1.6