

Grade 1

Adopted 2020

Oral Expression and Listening **OL.1**

1. Communicate using verbal and nonverbal language to express and receive information. **1.1.1**

- a.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **1.1.1.A**
 - i.** Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). **1.1.1.A.I**
 - ii.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **1.1.1.A.II**
 - iii.** Ask questions to clear up any confusion about the topics and texts under discussion. **1.1.1.A.III**
- b.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **1.1.1.B**
- c.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **1.1.1.C**

2. Use multiple strategies to develop and expand oral communication. **1.1.2**

- a.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **1.1.2.A**
 - b.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **1.1.2.B**
 - c.** Produce complete sentences when appropriate to task and situation. **1.1.2.C**
 - d.** Give and follow simple two-step directions. **1.1.2.D**
-

**Reading for All
Purposes** RAP.2

1. Apply foundational reading strategies to fluently read and comprehend literary texts. 1.2.1

- a. Use Key Ideas and Details to: 1.2.1.A
 - i. Ask and answer questions about key details in a text. 1.2.1.A.I
 - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 1.2.1.A.II
 - iii. Describe characters, settings, and major events in a story, using key details. 1.2.1.A.III
 - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. 1.2.1.A.IV
- b. Use Craft and Structure to: 1.2.1.B
 - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.2.1.B.I
 - ii. Explain major differences between books that tell stories and books that give information. 1.2.1.B.II
 - iii. Identify who is telling the story at various points in a text. 1.2.1.B.III
 - iv. Follow and replicate patterns in predictable poems. 1.2.1.B.IV
- c. Use Integration of Knowledge and Ideas to: 1.2.1.C
 - i. Use illustrations and details in a story to describe its characters, setting, or events. 1.2.1.C.I
 - ii. Compare and contrast the adventures and experiences of characters in stories. 1.2.1.C.II
- d. Use Range of Reading and Level of Text Complexity to: 1.2.1.D
 - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. 1.2.1.D.I

2. Apply foundational reading strategies to fluently read and comprehend informational texts. 1.2.2

- a. Use Key Ideas and Details to: 1.2.2.A
 - i. Ask and answer questions about key details in a text. 1.2.2.A.I
 - ii. Identify the main topic and retell key details of a text. 1.2.2.A.II
 - iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.2.2.A.III
 - iv. Activate schema and background knowledge to construct meaning 1.2.2.A.IV
- b. Use Craft and Structure to: 1.2.2.B
 - i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.2.2.B.I
 - ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.2.2.B.II
 - iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.2.2.B.III
- c. Use Integration of Knowledge and Ideas to: 1.2.2.C
 - i. Use the illustrations and details in a text to describe its key ideas. 1.2.2.C.I
 - ii. Identify the reasons an author gives to support points in a text. 1.2.2.C.II
 - iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). 1.2.2.C.III
- d. Use Range of Reading and Level of Text Complexity to: 1.2.2.D
 - i. With prompting and support, read informational texts appropriately complex for grade 1. 1.2.2.D.I

3. Refine foundational reading skills through understanding word structure, word relationships, and word families. 1.2.3

- a. Demonstrate understanding of the organization and basic features of print. 1.2.3.A
 - i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). 1.2.3.A.I
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.2.3.B
 - i. Distinguish long from short vowel sounds in spoken single-syllable words. 1.2.3.B.I
 - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.2.3.B.II
 - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.2.3.B.III
 - iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.2.3.B.IV
- c. Know and apply grade-level phonics and word analysis skills in decoding words. 1.2.3.C
 - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 1.2.3.C.I
 - ii. Decode regularly spelled one-syllable words. 1.2.3.C.II
 - iii. Know final -e and common vowel team conventions for representing long vowel sounds. 1.2.3.C.III
 - iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.2.3.C.IV
 - v. Decode two-syllable words following basic patterns by breaking the words into syllables. 1.2.3.C.V
 - vi. Read words with inflectional endings. 1.2.3.C.VI
 - vii. Read grade-appropriate irregularly spelled words. 1.2.3.C.VII
 - viii. Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship) 1.2.3.C.VIII
 - ix. Accurately decode unknown words that follow a predictable letter/sound relationship 1.2.3.C.IX
- d. Read with sufficient accuracy and fluency to support comprehension: 1.2.3.D
 - i. Read grade-level text with purpose and understanding. 1.2.3.D.I
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. 1.2.3.D.II
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 1.2.3.D.III

- e. 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. **1.2.3.E**
 - i. Use sentence-level context as a clue to the meaning of a word or phrase. **1.2.3.E.I**
 - ii. Use frequently occurring affixes as a clue to the meaning of a word. **1.2.3.E.II**
 - iii. Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking). **1.2.3.E.III**
 - iv. Identify and understand compound words. **1.2.3.E.IV**
 - f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. **1.2.3.F**
 - i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. **1.2.3.F.I**
 - ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). **1.2.3.F.II**
 - iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). **1.2.3.F.III**
 - iv. Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings. **1.2.3.F.IV**
 - g. 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 (for example: because). **1.2.3.G**
-

Writing and Composition **WC.3**

- 1. Write an opinion supported by reasons** **1.3.1**
 - a. Introduce the topic or name the book they are writing about. **1.3.1.A**
 - b. State an opinion. **1.3.1.B**
 - c. Supply a reason for the opinion. **1.3.1.C**
 - d. Provide some sense of closure. **1.3.1.D**
-
- 2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.** **1.3.2**
 - a. Name a topic. **1.3.2.A**
 - b. Supply some facts about the topic. **1.3.2.B**
 - c. Provide some sense of closure. **1.3.2.C**

3. Recount real or imagined, sequenced events that include details and a sense of closure. 1.3.3

- a. Recount two or more appropriately sequenced events. 1.3.3.A
- b. Include some details regarding what happened. 1.3.3.B
- c. Provide some sense of closure. 1.3.3.C

4. Use appropriate grammar, spelling, capitalization, and punctuation. 1.3.4

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 1.3.4.A
 - i. Print all upper- and lowercase letters. 1.3.4.A.I
 - ii. Use common, proper, and possessive nouns. 1.3.4.A.II
 - iii. Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop). 1.3.4.A.III
 - iv. Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything). 1.3.4.A.IV
 - v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 1.3.4.A.V
 - vi. Use frequently occurring adjectives. 1.3.4.A.VI
 - vii. Use frequently occurring conjunctions (for example: and, but, or, so, because). 1.3.4.A.VII
 - viii. Use determiners (for example: articles, demonstratives). 1.3.4.A.VIII
 - ix. Use frequently occurring prepositions (for example: during, beyond, toward). 1.3.4.A.IX
 - x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.3.4.A.X
 - b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 1.3.4.B
 - i. Write complete simple sentences. 1.3.4.B.I
 - ii. Capitalize dates and names of people. 1.3.4.B.II
 - iii. Use end punctuation for sentences. 1.3.4.B.III
 - iv. Use commas in dates and to separate single words in a series. 1.3.4.B.IV
 - v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 1.3.4.B.V
 - vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 1.3.4.B.VI
 - c. 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. 1.3.4.C
 - d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 1.3.4.D
-

Research Inquiry and Design **RID.4**

1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions. 1.4.1

- a.** Participate in shared research and writing projects. For example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions. **1.4.1.A**
- b.** Write or dictate questions for inquiry that arise during instruction. **1.4.1.B**
- c.** With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry. **1.4.1.C**
- d.** Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information. **1.4.1.D**
- e.** Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?) **1.4.1.E**
- f.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **1.4.1.F**