Indiana English/Language Arts Content Connectors

Grade 1

Reading Foundations RF

Print Concepts

1 Recognize components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.1

- a Recognize components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.1A

Phonemic Awareness

2 Blend sounds, including consonant blends, to produce singleand multi-syllable words. (E) 1.RF.2

- a Blend sounds to produce single- and multi-syllable words. (E) 1.RF.2A

3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.3

- a Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.3A

4 Segment individual phonemes in one-syllable words. (E) 1.RF.4

- a Segment individual phonemes in one-syllable words. (E) 1.RF.4A

Decoding

5 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E) 1.RF.5

- a Decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E) 1.RF.5A

6 Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RF.6

- a Decode common one-syllable words in the major syllable types (e.g., CVC, CVr, V, VV, or VCe), independent of context. (E) 1.RF.6A

7 Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E) 1.RF.7

- a Decode grade-appropriate, frequently occurring base words with or without common suffixes (e.g., plurals [s, es], verb tenses [d, ed]). (E) 1.RF.7A

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8 Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading. 1.RF.8

a Decode simple, short texts including common words (e.g., CVC, words with major syllable types) with appropriate fluency including rate and accuracy. 1.RF.8A

Reading Comprehension RC	**RC. Reading Comprehension** RC
Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E) 1.RC.1	**a Answer questions about a main idea and/or key details in a short text heard or read. (E)** 1.RC.1A
Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson. 1.RC.2	**a Retell shared and familiar stories, poems, or nursery rhymes, in sequence, recalling at least two key details.** 1.RC.2A
Using key details, identify and describe the elements of plot, character, and setting. (E) 1.RC.3	**a Using key details, identify and describe the elements of plot, character, and setting. (E)** 1.RC.3A
Make and confirm predictions about what will happen next in a story. 1.RC.4	**a Given options, identify and confirm a prediction about what might happen next in a story.** 1.RC.4A
Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). 1.RC.5	**a Identify the basic characteristics of two or more familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).** 1.RC.5A
Retell main ideas and key details of a text. (E) [illegible]	**a Identify a main idea in a short text. (E)** 1.RC.6A **b Answer questions about key details in a short text. (E)** 1.RC.6B

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Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text. 1.RC.7	**a** Know and use two or more nonfiction text features (e.g., table of contents, glossary, illustrations) to locate and/or describe information. 1.RC.7A
Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E) 1.RC.8	**a** Sort information from a nonfiction text into sequential order. (E) 1.RC.8A **b** Correctly pair cause and effect relationships from a nonfiction text. (E) 1.RC.8B
Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. 1.RC.9	**a** Use context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) to help understand unknown words. 1.RC.9A
Define and sort words into categories (e.g., antonyms, living things, synonyms). (E) 1.RC.10	**a** Use pictures and/or paired pictures and words to define and sort words into two or more categories (e.g., antonyms, living things, synonyms). (E) 1.RC.10A
Writing W	**W.** Writing W
Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 1.W.1	**a** Write most uppercase (capital) and lowercase letters legibly and space letters and words appropriately. 1.W.1A
Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent cla rea	**a** Produce (when writing or speaking) one to two sentences to make a proposal or request to a particular audience (e.g., teacher, parents, classmates) and give at least one reason why the proposal should be considered. (E) 1.W.2A

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proposal should be considered. (E) 1.W.2	
Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E) 1.W.3	a Produce (when writing or speaking) a simple sentence that identifies a topic and provides a fact or detail about the topic. (E) 1.W.3A b Produce a concluding statement. (E) 1.W.3B
Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E) 1.W.4	a Produce (when writing or speaking) a simple narrative that identifies a topic (e.g., event, experience) and at least one character and includes temporal words (e.g., first, then, next) to signal event order. (E) 1.W.4A
With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and d. Use available technology to produce and publish legible documents. 1.W.5	a With support, apply the writing process to: a. Plan by generating ideas for writing through collaborative, oral discussion and/or drawings about a topic or experience. b. Develop drafts in pictorial and/or written form by organizing or sequencing ideas using a graphic organizer. c. Use varied forms of provided feedback (e.g., questions related to sequence or details, adding words or ideas and/or pictures) to revise writing by adding events and/or details using pictures or words. d. Edit writing for conventions including: I. capitalization of the first word in a sentence, the word I, names of people, and dates; II. end punctuation; III. spelling of high frequency words or words with common spelling patterns. e. Use available and familiar technology to produce and publish writing. 1.W.5A
With support, conduct res Ide	a With support, participate in shared research on a topic. a. Identify, from provided ources, information related to a topic, and use the information to answer simple uestions. b. Identify different sources that can be used to gather information or

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of information and indicate the sources. b. Organize information, using graphic organizers or other aids. c. Make informal presentations on information gathered. 1.W.6		to answer questions about a topic (e.g., books, discussions, posters, pictures, photographs, Internet). c. Organize information using graphic organizers or other aids. d. Present information that has been gathered using different formats (e.g., text, labeled diagrams, drawings, photographs, posters). 1.W.6A
Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. b. Verbs – Using sentences with verbs to convey a sense of past, present, and future. c. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.W.7	a	Correctly apply English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns – Use sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats) and personal pronouns (e.g., I, me, my, he, she, they, them). b. Verbs – Use sentences that include verbs to convey a sense of past, present, or future. c. Usage – Use complete simple declarative, interrogative, imperative, and/or exclamatory sentences in response to prompts. 1.W.7A
Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I. b. Punctuation – I. Correctly using a period, question mark, and exclamation mark at the end of a sentence. II. Using commas in dates and to separate items in a series. c. Encoding – I. Spelling unknown wo dra	a	Apply capitalization, punctuation, and spelling conventions focusing on: a. Capitalization – Capitalize the first word in a sentence, names of people, and the pronoun I. b. Punctuation – Use end punctuation (e.g., period, question mark, and/or exclamation point). c. Encoding – Correctly spell words with common spelling patterns, and spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. (E) 1.W.8A

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awareness and spelling conventions. II. Correctly spelling words with common spelling patterns. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E) 1.W.8	
Communication and Collaboration CC	**CC.** Communication and Collaboration CC
Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) 1.CC.1	**a** Participate in collaborative conversations about instructional-level topics and texts with peers and adults in small and larger groups. (E) 1.CC.1A
Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. 1.CC.2	**a** Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. 1.CC.2A
Ask and answer questions about what a speaker says to clarify something that is not understood. 1.CC.3	**a** Ask and/or answer questions about what a speaker says to clarify something that is not understood. 1.CC.3A
Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E) 1.CC.4	**a** Ask and/or answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E) 1.CC.4A
Speaking audibly and using appropriate lar rh stories, with careful	**a** With support, recite a poem, rhyme, song, or story describing familiar people, places, things, or events. 1.CC.5A

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attention to sensory detail when describing people, places, things, and events. 1.CC.5	
Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings. 1.CC.6	**a** Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, or feelings. 1.CC.6A
Give and follow oral directions with two or three steps. 1.CC.7	**a** Give one-step directions. 1.CC.7A **b** Follow oral directions with two steps. 1.CC.7B