English Language Arts: Grade 1

Reading: Literature RL

1a	Answer questions about key details in a story (e.g., who, what, when, where, why).	LC.RL.1.1A
1b	Ask questions about key details in a familiar story.	LC.RL.1.1B
2a	Retell a favorite text, including key details.	LC.RL.1.2A
2b	Use details to tell what happened in a story.	LC.RL.1.2B
2c	Retell the sequence of events in a story.	LC.RL.1.2C
3a	Answer questions about the beginning, middle, and end of a story.	LC.RL.1.3A
3b	Use signal words (e.g., first, next, after, before) and text details to describe events of a story.	LC.RL.1.3B
3c	Identify and/or describe the characters from a story.	LC.RL.1.3C
3d	Identify and/or describe a major event (e.g., problem or solution) from a story.	LC.RL.1.3D
3e	Answer questions regarding key events of stories.	LC.RL.1.3E
3f	Identify and/or describe a setting in a story.	LC.RL.1.3F
3g	Describe feelings of characters in a story.	LC.RL.1.3G
4a	Ask questions to help determine or clarify the meaning of words in a text.	LC.RL.1.4A
4b	Answer questions to help determine or clarify the meaning of words in a text.	LC.RL.1.4B
4c	Ask questions to help determine or clarify the meaning of phrases in a text.	LC.RL.1.4C
4d	Answer questions to help determine or clarify the meaning of phrases in a text.	LC.RL.1.4D

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	5a Read books to examine how certain genres are written. LC.RL.1.5A
	5b Identify the purpose of storybooks and informational text. LC.RL.1.5B
	6 Identify who is telling the story in a text. LC.RL.1.6
	7a Use text features to aid comprehension. LC.RL.1.7A
	7b Explain a key illustration in the story. LC.RL.1.7B
	7c Use illustrations and details in a story to describe its characters, setting, or events. LC.RL.1.7C
	9 Compare and contrast (what is the same and what is different) the experiences of characters in stories. LC.RL.1.9
	10a Choose literary texts or poems to read and reread, listen to, or view for leisure purposes. LC.RL.1.10A
	10b Engage in group reading of stories or poems by sharing something learned or something enjoyed. LC.RL.1.10B
Reading: Informational Text RI	**1** Answer questions about key details in a text read, read aloud, or viewed. LC.RI.1.1
	2a Discuss key details and main topic of a preferred text. LC.RI.1.2A
	2b Identify the main topic of an informational text. LC.RI.1.2B
	2c Retell/identify key details in an informational text. LC.RI.1.2C
	3 Describe the connection between two individuals, events, or pieces of information in a text. LC.RI.1.3
	4a Ask questions to help determine or clarify the meaning of words in a text. LC.RI.1.4A
	4b Answer questions to help determine or clarify the meaning of words in a text. LC.RI.1.4B
	4c Ask questions to help determine or clarify the meaning of phrases in a text. LC.RI.1.4C
	4d Answer questions to help determine or clarify the meaning of phrases in a text. LC.RI.1.4D
	5a Identify text features to aid comprehension. LC.RI.1.5A
	5b Use text features to aid comprehension. LC.RI.1.5B

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	5c Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text. LC.RI.1.5C
	6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. LC.RI.1.6
	7 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas. LC.RI.1.7
	8 Identify the facts and details an author gives to support points in a text. LC.RI.1.8
	9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). LC.RI.1.9
	10a Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). LC.RI.1.10A
	10b Engage in group reading of informational text by sharing something learned or something enjoyed. LC.RI.1.10B
Reading: Foundational Skills RF	**1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). LC.RF.1.1A
	1b During shared reading activities, point to text from top to bottom of page, left to right, or to match a spoken (i.e., orally read) word to a written word in various types of text. LC.RF.1.1B
	1c Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. LC.RF.1.1C
	1d Recognize that words are separated by spaces in print. LC.RF.1.1D
	1e Identify or name uppercase letters of the alphabet. LC.RF.1.1E
	1f Identify or name lowercase letters of the alphabet. LC.RF.1.1F
	2a Recognize rhyming words. LC.RF.1.2A
	2b Produce rhyming words. LC.RF.1.2B
	2c Identify long or short vowel sounds in spoken single-syllable words. LC.RF.1.2C
	2d Produce single-syllable words by blending sounds (phonemes), including consonant blends. LC.RF.1.2D
	2e Isolate and/or produce initial in consonant-vowel-consonant (CVC) words. LC.RF.1.2E

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	2f Isolate and/or produce medial vowel sound in consonant-vowel- consonant (CVC) words. LC.RF.1.2F
	2g Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. LC.RF.1.2G
	2h Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). LC.RF.1.2H
	3a Recognize the sound(s) for each consonant. LC.RF.1.3A
	3b Produce the sound(s) for each consonant. LC.RF.1.3B
	3c Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when spoken). LC.RF.1.3C
	3d Decode regularly spelled CVC words. LC.RF.1.3D
	3e Recognize silent “e” as the reason the vowel sound is a long vowel sound in a word. LC.RF.1.3E
	3f Read common first grade high frequency words by sight. LC.RF.1.3F
	3g Read or identify frequently occurring words with inflectional endings. LC.RF.1.3G
	3h Recognize grade-appropriate irregularly spelled words. LC.RF.1.3H
	3i Identify the sound that differs between two similarly spelled words. LC.RF.1.3I
	4a Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.1.4A
	4b Identify grade-level words with accuracy and appropriate rate on successive attempts. LC.RF.1.4B
	4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LC.RF.1.4C
Writing W	**1a** Produce an opinion statement about a topic or book of interest and provide accurate information as a reason. LC.W.1.1A
	1b Organize an opinion piece starting with an opinion statement followed by a reason. LC.W.1.1B
	1c Use a description of or detail about familiar people, places, things, and events to support an opinion. LC.W.1.1C
	1d Create an opinion piece that provides a sense of closure. LC.W.1.1D

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2a	**Produce a simple statement that names a topic and supplies some facts about the topic.** LC.W.1.2A
2b	**When creating informative/explanatory permanent products, represent facts and descriptions through the use of illustrations and captions.** LC.W.1.2B
2c	**Provide a sense of closure to an informative/explanatory permanent product.** LC.W.1.2C
3a	**Provide a title that tells the central idea or focus.** LC.W.1.3A
3b	**Describe a single event or a series of events that includes details about what happened.** LC.W.1.3B
3c	**Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next).** LC.W.1.3C
3d	**Create a narrative permanent product that provides a sense of closure.** LC.W.1.3D
5	**With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail, reorder events).** LC.W.1.5
6	**With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish permanent products, including collaborating with peers.** LC.W.1.6
7a	**Participate in shared research and writing projects (e.g., drawings, visual displays, labels).** LC.W.1.7A
7b	**Generate ideas and or opinions when participating in shared writing projects.** LC.W.1.7B
8a	**With guidance and support from adults, recall information from experiences to answer a question.** LC.W.1.8A
8b	**Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer questions (e.g., "How do we find out?").** LC.W.1.8B
8c	**Use illustrations and details in a text to obtain facts and compose information on a topic.** LC.W.1.8C
8d	**With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.** LC.W.1.8D

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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). LC.SL.1.1A

	1b	**Build on others' talk in conversations by responding to the comments of others through multiple exchanges.** LC.SL.1.1B
	1c	**Ask questions to clear up any confusion about the topics or texts under discussion.** LC.SL.1.1C
	1d	**Engage in small or large group discussions by sharing one's own permanent product.** LC.SL.1.1D
	2a	**Engage in small or large group discussion of favorite texts or topic presented orally or through other media.** LC.SL.1.2A
	2b	**Answer questions about key details in a story (e.g., who, what, when, where, why).** LC.SL.1.2B
	2c	**Ask questions about key details in a familiar story.** LC.SL.1.2C
	3	**Ask questions about information presented orally in order to clarify something that is not understood.** LC.SL.1.3
	4a	**Retell a favorite text, including key details.** LC.SL.1.4A
	4b	**Describe people, places, things, and a single event or series of events with relevant details.** LC.SL.1.4B
	4c	**Describe factual information and ideas about familiar people, places, things, and events.** LC.SL.1.4C
	4d	**Describe subtopics of larger topics about familiar people, places, things, and events.** LC.SL.1.4D
	5	**Use drawings or visual displays to add detail to permanent products.** LC.SL.1.5
	6b	**Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.** LC.SL.1.6B
Language L	**1a**	**Produce upper- and lowercase letters.** LC.L.1.1A
	1b	**Use singular and plural nouns with matching verbs in basic sentences.** LC.L.1.1B
	1c	**Use frequently occurring nouns when communicating.** LC.L.1.1C
	1d	**Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) when communicating.** LC.L.1.1D
	1e	**Use verbs to convey a sense of past present or future when communicating.** LC.L.1.1E
		Use frequently occurring adjectives when communicating. LC.L.1.1F

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1g Use frequently occurring conjunctions (e.g., and, but, or, so, because) when communicating. LC.L.1.1G

1h Use frequently occurring prepositions (e.g., on, in) when communicating. LC.L.1.1H

1i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. LC.L.1.1I

2a Capitalize the first word in sentence, the pronoun "I", dates, and names of people. LC.L.1.2A

2b Use end punctuation for sentences. LC.L.1.2B

2c Produce a letter or letters for consonant and vowel sounds (phonemes). LC.L.1.2C

4a Use context within a sentence as a clue to the meaning of a word or phrase. LC.L.1.4A

4b Use frequently occurring affixes as a clue to the meaning of the word. LC.L.1.4B

5a With guidance and support from adults, identify the category for a given word (e.g., a duck is a bird). LC.L.1.5A

5b With guidance and support from adults, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. LC.L.1.5B

5c With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. LC.L.1.5C

5d With guidance and support from adults, use newly acquired words in real-life context. LC.L.1.5D

6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because). LC.L.1.6A

6b Use frequently occurring conjunctions to signal simple relationships. LC.L.1.6B