Rhode Island English Language Arts & Literacy

Grade 1

Adopted 2021

Reading Standards for 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.1.1.A

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

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3
   a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.A
   b. Decode regularly spelled one-syllable words. RF.1.3.B
   c. Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.C
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D
   e. Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.E
   f. Read words with inflectional endings. RF.1.3.F
   g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3.G

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4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4
    a. Read grade-level text with purpose and understanding. RF.1.4.A
    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.B
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4.C

Reading Standards for Literature

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** RL.1
    1. Ask and answer questions about key details in a text. RL.1.1
2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
    3. Describe characters, settings, and major events in a story, using key details. RL.1.3
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.** RL.4
    4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.** RL.5
    5. Identify characteristics of common types of stories, including folktales and fairy tales. RL.1.5
6. **Assess how point of view or purpose shapes the content and style of a text.** RL.6
    6. Identify who is telling the story at various points in a text. RL.1.6
7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7
    7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7
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.** RL.8
    8. Not applicable. RL.1.8

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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.** RL.9

    9. Compare and contrast the adventures and experiences of characters in stories. RL.1.9

10. **Independently and proficiently read and comprehend complex literary and informational texts.** RL.10

    10. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. RL.1.10

Reading Standards for Informational Text

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** RI.1

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

2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

    2. Identify the main topic and retell key details of a text. RI.1.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

    3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3

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.** RI.4

    4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.4

5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.** RI.5

    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. RI.1.5

6. **Assess how point of view or purpose shapes the content and style of a text.** RI.6

    6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

    7. Use the illustrations and details in a text to describe its key ideas. RI.1.7

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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.** RI.8

    8. Identify the reasons an author gives to support points in a text. RI.1.8

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.** RI.9

    9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9

10. **Independently and proficiently read and comprehend complex literary and informational texts.** RI.10

    10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. RI.1.10

Writing

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

    1. Write opinion pieces that 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 to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2

    2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2

3. **Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.** W.3

    3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure. W.1.3

        a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure. W.1.3.A

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

    4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. W.1.4

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

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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

   a. Begins in grade 3. W.1.5.A

   b. Demonstrate the ability to choose and use appropriate vocabulary. W.1.5.B

6. Use technology to produce and publish writing and to interact and collaborate with others. W.6

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

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.7

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. When conducting research, 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.8

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

9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. W.9

9. Begins in grade 4. W.1.9

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.10

10. Write routinely for a range of tasks, purposes, and audiences. W.1.10

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.1

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

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Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

   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

4. **Present information, findings, and supporting evidence such that:
Listeners can follow the line of reasoning.
The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
** SL.4

   4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. SL.1.4

5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

   5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5

6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate** SL.6

   6. Produce complete sentences when appropriate to task and situation. SL.1.6

Language Standards

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** L.1

   1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.1.1

      a. Produce and expand simple and compound sentences. L.1.1.A

      b. Demonstrate understanding that a question is a type of sentence. L.1.1.B

      c. Use singular and plural nouns with matching verbs in sentences. L.1.1.C

      d. Use verbs in sentences to convey a sense of past, present, and future. L.1.1.D

      e. Use common, proper, and possessive nouns. L.1.1.E

      f. Use personal, possessive, and indefinite pronouns. L.1.1.F

      g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. L.1.1.G

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** L.2

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2
    a. Print legibly all upper- and lowercase letters. L.1.2.A
    b. Use end punctuation for sentences. L.1.2.B
    c. Capitalize the names of months and people. L.1.2.C
    d. Use commas in dates and to separate individual words in a series. L.1.2.D
    e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.E
    f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2.F
    g. Write numerals up to 120; understand that numbers are also written as words; write words for numbers from one to ten. L.1.2.G

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.3
    3. Begins in grade 2. L.1.3

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.4
    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.1.4.A
        b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.4.B
        c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.4.C

5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** L.5

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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.1.5.A

    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.1.5.B

    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5.C

    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.1.5.D

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.** L.6

    6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. L.1.6