

# Grade 1

Adopted 2018

## 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. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCR.R.3](#)

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### 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. [CCR.R.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. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

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### 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. [CCR.R.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. [CCR.R.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. [CCR.R.9](#)

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)
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## Reading Standards for Literature

### Key Ideas and Details

1. Ask and answer questions about key details in a text. [1.RL.1](#)
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [1.RL.2](#)
3. Describe characters, settings, and major events in a story, using key details. [1.RL.3](#)

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### Craft and Structure

4. Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses. [1.RL.4](#)
5. Explain major differences between common types of texts. [1.RL.5](#)
6. Use illustrations and details to identify who is telling the story at various points in a text. [1.RL.6](#)

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### Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. [1.RL.7](#)
8. Not applicable to literature [1.RL.8](#)
9. Compare and contrast the adventures and experiences of characters in stories. [1.RL.9](#)

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### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend a variety of literary text. [1.RL.10](#)
  - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). [1.RL.10.A](#)
  - b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks. [1.RL.10.B](#)

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## Reading Standards for Informational Text

### Key Ideas and Details

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

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### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [1.RI.4](#)
5. Know and use various text features to locate key facts or information in a text. [1.RI.5](#)
6. Identify the difference between information provided by pictures or other illustrations and information provided by the words in a text. [1.RI.6](#)

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### Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas. **1.RI.7**
  8. Identify the details/evidence an author gives to support points in a text. **1.RI.8**
  9. Compare and contrast two texts on the same topic. **1.RI.9**
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### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend a variety of informational text. **1.RI.10**
    - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). **1.RI.10.A**
    - b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks. **1.RI.10.B**
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### Reading Standards: Foundational Skills K-5

#### Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **1.RF.1**
    - a. Recognize that sentences are made of words put together in a meaningful sequence. b. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **1.RF.1.A**
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#### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **1.RF.2**
  - a. Distinguish long from short vowel sounds in spoken single-syllable words. **1.RF.2.A**
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **1.RF.2.B**
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **1.RF.2.C**
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **1.RF.2.D**

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### Phonics and Word Recognitions

3. Know and apply grade-level phonics and word analysis skills in decoding words. **1.RF.3**
  - a. Know the spelling-sound correspondences for common consonant blends and digraphs. **1.RF.3.A**
  - b. Decode regularly spelled one-syllable words. **1.RF.3.B**
  - c. Know final -e and common vowel team conventions for representing long vowel sounds. **1.RF.3.C**
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **1.RF.3.D**
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables. **1.RF.3.E**
  - f. Read words with inflectional endings. **1.RF.3.F**
  - g. Recognize and read grade-appropriate high frequency words. **1.RF.3.G**

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### Fluency

4. Read with sufficient accuracy and fluency to support comprehension. **1.RF.4**
  - a. Read grade-level text with purpose and understanding. **1.RF.4.A**
  - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. **1.RF.4.B**
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **1.RF.4.C**

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### 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. **CCR.W.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. **CCR.W.2**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **CCR.W.3**

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#### 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. **CCR.W.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCR.W.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCR.W.6**

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### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **CCR.W.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. **CCR.W.8**
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCR.W.9**

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### 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. **CCR.W.10**

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## Writing

### Text Types and Purposes

1. Write opinion pieces that: **1.W.1**
  - a. introduce an opinion about a topic or book they are writing about. **1.W.1.A**
  - b. supply a reason for the opinion. **1.W.1.B**
  - c. provide some sense of closure. **1.W.1.C**
2. Write informative/explanatory texts that: **1.W.2**
  - a. name a topic. **1.W.2.A**
  - b. supply some facts about the topic. **1.W.2.B**
  - c. provide some sense of closure. **1.W.2.C**
3. Write narratives (e.g., story, poetry) that: **1.W.3**
  - a. recount two or more appropriately sequenced events. **1.W.3.A**
  - b. include some details regarding what happened. **1.W.3.B**
  - c. use words to signal event order. **1.W.3.C**
  - d. provide some sense of closure. **1.W.3.D**

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### Production and Distribution of Writing

4. Begins in grade 3 **1.W.4**
5. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **1.W.5**
6. With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively. **1.W.6**

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### Research to Build and Present Knowledge

7. Participate in shared research and writing projects. **1.W.7**
8. With guidance and support, use background knowledge and/or information gathered from sources to respond in writing to a question. **1.W.8**
9. Begins in grade 4 **1.W.9**

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### Range of Writing

10. With guidance and support, write routinely to increase stamina. **1.W.10**

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## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

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. **CCR.SL.1**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **CCR.SL.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **CCR.SL.3**

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### 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. **CCR.SL.4**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **CCR.SL.5**
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **CCR.SL.6**

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## Speaking and Listening

### Comprehension and Collaboration

1. Participate in collaborative conversations about grade level topics and texts with peers and adults in small and larger groups. **1.SL.1**
  - a. Follow agreed-upon rules for discussions. **1.SL.1.A**
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **1.SL.1.B**
  - c. Ask questions to clear up any confusion about the topics and texts under discussion. **1.SL.1.C**
2. Ask and answer questions about key details in a text read aloud, information presented orally, or through other media. **1.SL.2**
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **1.SL.3**

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### **Presentation of Knowledge and Ideas**

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **1.SL.4**
  5. Create drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings. **1.SL.5**
  6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) **1.SL.6**
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### **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR.L.1**
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCR.L.2**
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### **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. **CCR.L.3**
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### **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. **CCR.L.4**
  5. Demonstrate understanding of word relationships and nuances in word meanings. **CCR.L.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. **CCR.L.6**
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## Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **1.L.1**
  - a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately. **1.L.1.A**
  - b. Use common, proper, and possessive nouns. **1.L.1.B**
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). **1.L.1.C**
  - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). **1.L.1.D**
  - 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). **1.L.1.E**
  - f. Use frequently occurring adjectives. **1.L.1.F**
  - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). **1.L.1.G**
  - h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those). **1.L.1.H**
  - i. Use frequently occurring prepositions (e.g., during, beyond, toward). **1.L.1.I**
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **1.L.1.J**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **1.L.2**
  - a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people. **1.L.2.A**
  - b. Use end punctuation for sentences. **1.L.2.B**
  - c. Use commas in dates **1.L.2.C**
  - d. Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high-frequency words f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **1.L.2.D**

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### Knowledge of Language

3. Begins in grade 2 **1.L.3**

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## Vocabulary Acquisition and Use

4. Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. **1.L.4**
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. **1.L.4.A**
  - b. Use frequently occurring affixes as a clue to the meaning of a word. **1.L.4.B**
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **1.L.4.C**
5. With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. **1.L.5**
  - a. Sort words into categories to gain a sense of the concepts the categories represent. **1.L.5.A**
  - b. Define words by category and by one or more key attributes **1.L.5.B**
  - c. Identify real-life connections between words and their use. **1.L.5.C**
  - d. Distinguish r differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings. **1.L.5.D**
6. Use words and phrases, including frequently occurring conjunctions to convey ideas precisely. **1.L.6**