

Reading, Writing, and Communicating Standards At-A-Glance

First Grade		
Oral Expression and Listening	1.	<p>Multiple strategies support the development and expansion of oral vocabulary</p> <p>Students can:</p> <ol style="list-style-type: none"> a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4) b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.) c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) d. Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS: L.1.1) <ol style="list-style-type: none"> i. Use common, proper, and possessive nouns. (CCSS: L.1.1b) ii. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). (CCSS: L.1.1c) iii. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). (CCSS: L.1.1d) iv. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). (CCSS: L.1.1e) v. Use frequently occurring adjectives. (CCSS: L.1.1f) vi. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (CCSS: L.1.1g) vii. Use determiners (e.g., <i>articles, demonstratives</i>). (CCSS: L.1.1h) viii. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). (CCSS: L.1.1i) ix. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j) e. Give and follow simple two-step directions. f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5) <ol style="list-style-type: none"> i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a) ii. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (CCSS: L.1.5b) iii. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). (CCSS: L.1.5c) iv. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d) <ul style="list-style-type: none"> • 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 (e.g., <i>because</i>). (CCSS: L.1.6)
	2.	<p>Information is communicated and received verbally and nonverbally</p> <p>Students can:</p> <ol style="list-style-type: none"> a. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.1.1) <ol style="list-style-type: none"> i. 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). (CCSS: SL.1.1a) ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b) iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c) b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2) c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)
	3.	<p>Identifying and manipulating phonemes in spoken words supports early literacy development</p> <p>Students can:</p> <ol style="list-style-type: none"> a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2) <ol style="list-style-type: none"> i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b) iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c) iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)

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Reading for All Purposes	1.	Beginning readers use strategies and skills to fluently read and comprehend literary texts	<p>Students can:</p> <ul style="list-style-type: none"> a. Key Ideas and Details: <ul style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2) iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) b. Craft and Structure: <ul style="list-style-type: none"> i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4) ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5) iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) iv. Recognize and follow patterns in predictable poems. c. Integration of Knowledge and Ideas: <ul style="list-style-type: none"> i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7) ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) iii. Activate schema and background knowledge to construct meaning. iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why. d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) <ul style="list-style-type: none"> i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a) e. Range of Reading and Level of Text Complexity: <ul style="list-style-type: none"> i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10) ii. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) iii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
	2.	Beginning readers use strategies and skills to fluently read and comprehend informational texts	<p>Students can:</p> <ul style="list-style-type: none"> a. Key Ideas and Details: <ul style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) ii. Identify the main topic and recall key details of a text. (CCSS: RI.1.2) iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) b. Craft and Structure: <ul style="list-style-type: none"> i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4) ii. 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. (CCSS: RI.1.5) iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6) c. Integration of Knowledge and Ideas: <ul style="list-style-type: none"> i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7) ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) iii. Activate schema and background knowledge to construct meaning. iv. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9) d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) <ul style="list-style-type: none"> i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a) e. Range of Reading and Level of Text Complexity: <ul style="list-style-type: none"> i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10) ii. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) iii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)

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Reading for All Purposes	3.	Decoding words with accuracy depends on knowledge and application of basic alphabetic principles, word structure, and morphology	<p>Students can:</p> <ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3) <ul style="list-style-type: none"> i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b) iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) vi. Read words with inflectional endings. (CCSS: RF.1.3f) vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g) b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. (CCSS: L.1.4) <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b) iii. Identify frequently occurring base words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (CCSS: L.1.4c) iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, notebook, bookmark</i>). (CCSS: L.2.4d) c. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4) <ul style="list-style-type: none"> i. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
	Writing and Composition	1.	The writing process supports the development of ideas for writing literary texts
2.		The writing process supports the development of ideas for writing informational texts	<p>Students can:</p> <ul style="list-style-type: none"> a. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2) b. 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. (CCSS: W.1.5) c. Use pictures or graphic organizers to plan writing.

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Writing and Composition	3.	Appropriate spelling, conventions, and grammar are applied when writing	<p>Students can:</p> <ul style="list-style-type: none"> a. Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. (CCSS: L.1.1) <ul style="list-style-type: none"> i. Print all upper and lowercase letters. (CCSS: L.1.1.a) ii. Write complete simple and expanded sentences. iii. Use common, proper, and possessive nouns. (CCSS: L.1.1.b) iv. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). (CCSS: L.1.1.c) v. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>). (CCSS: L.1.1.d) vi. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). (CCSS: L.1.1.e) vii. Use frequently occurring adjectives. (CCSS: L.1.1.f) viii. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (CCSS: L.1.1.g) ix. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1.h) x. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). (CCSS: L.1.1.i) xi. Use regular plural nouns by adding /s/ (e.g., <i>dog, dogs</i>). (CCSS: L.K.1c) b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2) <ul style="list-style-type: none"> i. Capitalize dates and names of people. (CCSS: L.1.2a) ii. Use end punctuation for sentences. (CCSS: L.1.2b) iii. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) iv. Use conventional spelling for words with common spelling patterns (onsets and rimes) and for frequently occurring irregular words. (CCSS: L.1.2d) v. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e) c. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)
	Research and Reasoning	1.	A variety of resources are available for locating information and answering questions of interest
2.		Purpose, information, and questions about an issue are essential steps in early research	<p>Students can:</p> <ul style="list-style-type: none"> a. 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). (CCSS: W.1.7) <ul style="list-style-type: none"> i. Identify a clear and significant purpose for research. (<i>Is my purpose for researching frogs clear and is it important to understanding more about mammals?</i>) b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8) <ul style="list-style-type: none"> i. Evaluate information for clarity and accuracy.