

Grade 1  
Reading Literature

Standard	Kindergarten	Grade 1
RL.1	Provides questions and/or answers that show understanding of key details in a text. (e.g., who, what, where, when, why, how)	Provides questions and/or answers that show understanding of key details in a text.
RL2	Provides a retelling of a familiar story, including key details. (e.g., who, what, where, when, why, how)	Provides a retelling of a story, including key details. Provides an identification of the central message or lesson in a text.
RL3	Provides an identification of <b>characters</b> in a story. Provides an identification of <b>setting(s)</b> in a story. Provides an identification of <b>major events</b> in a story.	Provides a description of <b>characters</b> in a story using key details. Provides a description of the <b>setting</b> of a story using key details. Provides a description of the <b>major events</b> in a story using key details.
RL 4	Provides a statement or other expression that shows understanding of unknown words in a literary text.  Asks questions about unknown words in a literary text.	Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.  Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and

	<p>Provides a statement or other expression that shows understanding of unknown words in an informational text.</p> <p>Asks questions about unknown words in an informational text.</p>	<p>phrases in a text.</p>
RL5	<p>Demonstrates the ability to recognize common types of texts.</p>	<p>Provides an explanation of the major differences between books that tell stories and books that give information.</p>
RL6	<p>Provides an identification of the <b>author</b> of a story and what the author's role is in telling the story.</p> <p>Provides an identification of the <b>illustrator</b> of a story and what the illustrator's role is in telling the story.</p>	<p>Provides an identification of <b>who is telling the story at various points in a text.</b></p>
RL7	<p>Provides a description of the relationship between the illustrations and the story in which they appear.</p>	<p>Provides a description of <b>characters, setting, or events</b> from a story <b>using illustrations and details</b> from a story.</p>
RL9	<p>Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.</p>	<p>Provides a comparison and contrast of the adventures and experiences of characters in <b>two or more stories.</b></p>

RL10		With prompting and support, read and comprehend stories prose and poetry at grade level text complexity.
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Grade 1 Reading Informational		
Standard	Kindergarten	Grade 1
RI.1	Provides questions and answers that show understanding of the key details in a text. (e.g., who, what, where, when ,why, how).	Provides questions and answers that show understanding of the key details in a text.
RI.2	Provides a statement of the main topic of a text. Provides a retelling of key details in a text.	Provides an <b>identification of the topic</b> of a text. Provides a retelling of <b>key</b> details in a text.

RI.3	<p>Provides a description of the connection between two <b>individuals</b> in a text.</p> <p>Provides a description of the connections between two <b>events</b> in a text.</p> <p>Provides a description of the connections between two <b>ideas or pieces of information</b> in a text.</p>	<p>Provides a description of the connection between two <b>individuals</b> in a text.</p> <p>Provides a description of the connections between two <b>events</b> in a text.</p> <p>Provides a description of the connections between two <b>ideas or pieces of information</b> in a text.</p>
RI.4	With prompting and support, ask and answer questions about unknown words in a text.	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.
RI.5	<p>Provides an identification of the <b>front cover</b> of a book.</p> <p>Provides an identification of the <b>back cover</b> of a book.</p> <p>Provides an identification of the <b>title page</b> of a book.</p>	Demonstrates knowledge and use of <b>text features</b> to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons).
RI.6	<p>Provides an identification of the <b>author</b> of a text and what the author's role is in presenting the ideas or information in that text.</p> <p>Provides an identification of the <b>illustrator</b> of a text and what the illustrator's role is in presenting the ideas or information in that text.</p>	Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text.
RI.7	Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration).	Demonstrates use of the illustrations and details in a text to describe the key ideas in the text.

RI.8	Provides the reasons an author gives to support points in a text.	Provides an <b>identification of the reasons</b> an author gives to support points in a text and <b>explain the application of this information.</b>
RI.9	Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).
RI.10		<b>With prompting and support, read informational texts at grade level text complexity or above.</b>

Grade 1 Foundational Skills		
Standard	Kindergarten	Grade 1
RF.1	Print Concepts: Follow words from left to right, top to bottom, and page by page.  Recognize that spoken words are represented in written	Print Concepts: <b>Demonstrate mastery of the organization and basic features of print</b>

	<p>language by specific sequences of letters.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper and lowercase letters</p>	
RF.2	<p>Phonological Awareness</p> <p>Demonstrate understanding of spoken words, syllables and sounds.</p> <p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable in spoken words.</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</p> <p>Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>Phonological Awareness</p> <p>Demonstrate <b>mastery</b> of spoken words, syllables and sounds</p> <p><b>Distinguish long from short vowel sounds in spoken multi syllable words.</b></p> <p>Orally produce <b>multi-syllable words</b> by blending sounds, including <b>consonant blends</b>.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds in spoken <b>multi-syllable words</b>.</p>
RF.3	<p>Phonics and Word Recognition</p> <p>Demonstrate basic knowledge of one to one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>Associate the long and short vowel sounds with common spellings for the five major vowels.</p> <p>Read common high-frequency words and sight words</p>	<p>Phonics and Word Recognition</p> <p><b>Know the spelling-sound correspondences for common consonant digraphs.</b></p> <p><b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b></p> <p><b>Know final –e and common vowel team conventions for representing long vowel sounds.</b></p>

	<p>with automaticity.</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(e.g. nap and tap)</p>	<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>
RF.4	<p>Fluency</p> <p>Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skill.</p> <p>Read emergent-readers with purpose and understanding</p> <p>Read grade level text for purpose and understanding</p>	<p>Fluency</p> <p>Read grade level orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

Grade 1 Language		
Standard	Kindergarten	Grade 1
L.4	Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately	Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.

	Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.	Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word. Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.
L.5	Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent. Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), there by showing the ability to distinguish shades of meaning.	Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity. Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.

Grade 1 Writing		
Standard	Kindergarten	Grade 1
W.1	States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing.	States an opinion in writing. Includes the topic or name of the book they are writing about when sharing an opinion in writing. Includes a reason when sharing an opinion in writing.

	Includes the topic or name of the book they are writing about when stating an opinion or preference.	Provides some sense of closure when sharing an opinion in writing.
W.2	Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic.	Names the topic they are writing about in an informational or explanatory writing. Includes some facts about a topic in an informational or explanatory writing. Provides some sense of closure in an informational or explanatory writing.
W.3	Narrates a single event using a combination of drawing, dictating, and/or writing. Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. Provides a reaction to what happened during the event(s) using a combination of drawing, dictating, and/or writing.	Recounts two or more appropriately sequenced events in a narrative writing. Includes details regarding what happened in a narrative writing. Uses temporal words to signal event order in a narrative writing. Provides some sense of closure in a narrative writing.
W.5	Strengthens writing after responding to questions and suggestions from peers. Adds details that strengthen writing as needed after	Provides writing that is focused on a topic. Strengthens writing after responding to questions and suggestions from peers and self reflection.

	review of drafts.	Adds details that strengthen writing as needed after review of drafts.
W.6	Uses a variety of digital tools to produce and publish writing. Collaborates with peers to produce and publish writing, using a variety of digital tools.	Uses a variety of digital tools to produce and publish writing. Collaborates with peers to produce and publish writing, using a variety of digital tools.
W.7	Participates in shared research and writing projects.	Participates in shared research and writing projects.
W.8	Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.	Recalls information from experiences to answer questions in writing. Gathers information from provided sources to answer a question <b>in writing</b> .

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
<b>21st Century Skills and Career Integration</b>	Informational sources, text features
<b>Technology Integration</b>	Digital tools; online series
<b>Interdisciplinary Connections</b>	Social Studies and Science- Informational Text
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos
<b>Modifications/Accommodations</b>	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

