

8.7.15

English Language Arts Grade 1

Reading Standards:

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards: Foundational Skills (RF)

CCR Anchor Standard R1: 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 text.

RL1.1-RI1.1 Ask and answer questions about key details in a text

- make predictions and or ask questions about the text using text
- features
- key details in a text
- identify important vs. non-important details
- fiction vs. non-fiction
- facts

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson

- beginning, middle, and end
- main idea

RI1.2 Identify the main topic and retell key details of a text

- main topic
- key details
- retell
- sequence

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL1.3 Describe characters, settings, and major events in a story, using key details

- characters ideas/feelings
- setting
- plot

RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text

- compare and contrast

- cause and effect

CCR Anchor Standard R4: 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.

RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

- adjectives
- 5 senses
- vocabulary

RI1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

- vocabulary

CCR Anchor Standard R5: 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.

RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types

- fiction/non-fiction
- compare contrast
- author's purpose

RI1.5 Know and use various text features to locate key facts or information in a text

- headings
- tables of contents
- glossaries
- electronic menus
- icons

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL1.6 Identify who is telling the story at various points in a text

- narrator
- point of view

RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

- captions
- diagrams
- photographs

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.

RL1.7.-RI1.7 Use illustrations and details in a story to describe its characters, setting, or events

- non-fiction & fiction
- picture cues
- captions
- talk bubbles
- diagrams

CCR Anchor Standard R8: 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.

RI1.8 Identify the reasons an author gives to support points in a text

- author's purpose

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL1.9 Compare and contrast the adventures and experiences of characters in stories

- text to text
- compare and contrast
 - a. with prompting and support, students will make cultural connections to text and self
 - text to self
 - text to world

RI1.9 Identify basic similarities in and differences between two texts on the same topic

- compare and contrast in illustrations, descriptions, or procedures

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

RI1.10 With prompting and support, read informational texts appropriately complexity for grade 1

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL1.11 Make connections between self, text, and the world around them

- text
- media
- social interaction

Foundational Skills (RF)

RF1.1 Demonstrate understanding of the organization and basic features of print

- a. recognize the distinguishing features of a sentence
 - first word
 - capitalization
 - ending punctuation

RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- a. distinguish long from short vowel sounds in spoken single syllable words
- b. orally produce single-syllable words by blending sounds, including consonant blends
- c. isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- d. segment spoken single-syllable words into their complete sequence of individual sounds

RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words

- a. know the spelling-sound correspondences for common consonant digraphs
- b. decode regularly spelled one-syllable words
- c. know final -e and common vowel team conventions for representing long vowel sounds
- d. use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- e. decode two-syllable words following basic patterns by breaking the words into syllables
- f. read words with inflectional endings
- g. recognize and read grade-appropriate irregularly spelled words

RF1.4 Read with sufficient accuracy and fluency to support comprehension

- a. read grade-level text with purpose and understanding
- b. read grade-level text orally with accuracy, appropriate

- rate, and expression on successive readings
- c. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1.1 Write opinion pieces in which they 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

- fact vs. opinion
- topic sentence stating opinion
- supporting reasons (details)
- closing sentence

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

- name a topic
- supply some facts

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

- proper sequence
- temporal words (first, next, then, last etc.)
- closing sentence

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Begins in Grade 3)

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W1.5 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

- peer feedback
- writer's workshop conferencing

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

- word processing
- tech projects

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W1.7 Participate in shared research and writing projects

- explore a number of "how-to" books on a given topic and use them to write a sequence of instructions

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

- access prior knowledge
- utilize picture cues and text from a variety of multimedia sources

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(Begins in grade 4)

CCR Anchor Standard W10: 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.

(Begins in grade 3)

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W1.11 Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed

Speaking and Listening (SL)

CCR Anchor Standard SL1: 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.

- SL1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- a. listen to others and speak one at a time
 - b. respond to the comments of others
 - c. ask questions
 - d. understand and communication with others from different cultures

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- a. add appropriate ideas to support or extend a conversation

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- a. know how to ask a question
 - b. use prior knowledge to formulate and refine questions to meet an information need

CCR Anchor Standard SL4: 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.

- SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- a. distinguish between relevant and irrelevant details
 - b. nouns
 - c. describe with adjectives

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- a. use available technology appropriately

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL1.6 Produce complete sentences when appropriate to task and situation
- a. identify components of a sentence
 - b. distinguish between sentences and sentence fragments
 - c. compose complete simple sentences

Language Standard (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- a. print all upper and lower case letters
- b. use common, proper and possessive nouns
- c. use singular and plural nouns with matching verbs in basic sentences
- d. use personal, possessive and indefinite pronouns
- e. use verbs to convey a sense of past, present and future
- f. use frequently occurring adjectives
- g. use frequently occurring conjunctions
- h. use determiners
- i. use frequently occurring prepositions
- j. produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- a. capitalize dates and names of people
 - b. use end punctuation for sentences
 - c. use commas in dates and to separate single words in a series
 - d. use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
 - e. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

CCR Anchor Standard L3: 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.

(Begins in grade 2)

CCR Anchor Standard L4: 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.

L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies

- a. use sentence-level context as a clue to the meaning of word or phrase
- b. use frequently occurring affixes as a clue to the meaning of a word
- c. identify frequently occurring root words and their inflectional forms

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning

- a. sort words into categories to gain a sense of the concepts the categories represent
- b. define words by category and by one or more key attributes
- c. identify real-life connections between words and their use
- d. distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings

CCR Anchor Standard L6: 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.

L1.6 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

- because