

**ELA First Grade  
Reading Standards for Literature**

Standards	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Key Ideas and Evidence</b>										
<b>RL.1.1</b> Ask and answer questions about key details in a text.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Craft and Structure</b>										
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.						<table border="1" style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td style="background-color: #cccccc;">3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information.						<table border="1" style="margin: auto;"> <tr> <td>1</td> <td style="background-color: #cccccc;">2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.1.6</b> Identify who is telling the story at various points in a text.						<table border="1" style="margin: auto;"> <tr> <td>1</td> <td style="background-color: #cccccc;">2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Integration of Ideas</b>										
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.						<table border="1" style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.						<table border="1" style="margin: auto;"> <tr> <td>1</td> <td style="background-color: #cccccc;">2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Range of Reading and Level of Complexity										
<b>RL.1.10</b> With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>ELA First Grade Reading Standards for Instructional Text</b>						
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Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
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Cluster: Key Ideas and Evidence						
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<b>RI.1.1</b> Ask and answer questions about key details in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.1.2</b> Identify the main topic and retell key details of a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Craft and Structure						
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<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.1.5</b> Know and use various text features to locate key facts or information in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Integration of Ideas and Analysis						
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<b>RI.1.7</b> Use the illustrations and details in a text to						
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describe its key ideas.						1	2	3	4
<b>RI.1.8</b> With guidance and support, identify the reasons an author gives to support ideas in a text.						1	2	3	4
<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic.						1	2	3	4
<b>Cluster: Range of Reading and Level of Complexity</b>									
<b>RI.1.10</b> With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.						1	2	3	4

<b>ELA First Grade Reading Standards for Foundational Skills</b>									
<b>Standards</b>	<b>Date Taught</b>	<b>Date Retought</b>	<b>Date Reviewed</b>	<b>Date Assessed</b>	<b>Date Re-Assessed</b>	<b>Shaded Nine Weeks the Standards are Taught or Reviewed</b>			
<b>Cluster: Print Concept</b>									
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print. a. Recognize and use capitalization and ending punctuation.						1	2	3	4
<b>Cluster: Handwriting</b>									
<b>RF.1.2</b> Print all upper- and lowercase letters legibly.						1	2	3	4
<b>Cluster: Phonological Awareness</b>									
<b>RF.1.3</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable						1	2	3	4

<p>words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>						
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**Cluster: Phonics and Word Recognition**

<p><b>RF.1.4</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade appropriate irregularly spelled words.</p>						<table border="1" data-bbox="1258 718 1484 785"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>a,b a,b,c c,d,e e,f,g</p>	1	2	3	4
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**Cluster: Fluency**

<p><b>RF.1.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on</p>						<table border="1" data-bbox="1258 1642 1484 1709"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>						
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<b>ELA First Grade Writing Standards</b>						
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<b>Cluster: Text Types, Purposes and Publishing</b>
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<p><b>W.1.1</b> 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 closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 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.</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px; background-color: #cccccc;">3</td> <td style="width: 20px;">4</td> </tr> </table>	1	2	3	4
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<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 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.</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px; background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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<p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use</p>						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; background-color: #cccccc;">1</td> <td style="width: 20px; background-color: #cccccc;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table>	1	2	3	4
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<p>temporal transition words to signal event order, and provide some sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing <b>as needed</b></p>										
<p><b>W.1.4</b> With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>Cluster: Research</b></p>										
<p><b>W.1.5</b> Participate in shared research and writing projects.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>W.1.6</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**ELA First Grade  
Speaking and Listening**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Collaboration and Communication</b>										
<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion</p>						<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>						<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>						<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
1	2	3	4							
<b>Cluster: Presentation of Knowledge and Ideas</b>										
<p><b>SL1.4</b> Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>						<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>						<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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**ELA First Grade  
Language Standards**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Conventions of Standard English</b>										
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Vocabulary Acquisition and Use</b>										
L.1.4 Determine and/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: context clues, word parts and word relationships.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings. 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. 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.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4
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L.1.6 Use words and phrases learned through										



conversations, reading, and being read to, including common conjunctions.						<table border="1"><tr><td data-bbox="1247 100 1318 184">1</td><td data-bbox="1318 100 1377 184">2</td><td data-bbox="1377 100 1435 184">3</td><td data-bbox="1435 100 1497 184">4</td></tr></table>	1	2	3	4
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