

GRADE 1

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Going Places Safely	A-B-C Searching	Keep It Private	My Creative Work	Sending Email	Staying Safe Online	Follow the Digital Trail	Screen Out the Mean	Using Keywords	Sites I Like	Powerful Passwords	My Online Community	Things for Sale	Show Respect Online	Writing Good Emails
<input type="checkbox"/>	RL.1.3	Describe characters, settings, and major events in a story, using key details.						•	•							
Craft and Structure																
<input type="checkbox"/>	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		•	•	•		•	•	•	•			•	•	
<input type="checkbox"/>	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.														
<input type="checkbox"/>	RL.1.6	Identify who is telling the story at various points in a text.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.														
	RL.1.8	(Not applicable to literature)														
<input type="checkbox"/>	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.														
Reading Standards for Informational Text																
Key Ideas and Details																
<input type="checkbox"/>	RI.1.1	Ask and answer questions about key details in a text.			•	•	•		•	•	•	•	•		•	•
<input type="checkbox"/>	RI.1.2	Identify the main topic and retell key details of a text.								•						
<input type="checkbox"/>	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.							•							
Craft and Structure																
<input type="checkbox"/>	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			•	•	•		•	•	•	•	•		•	•
<input type="checkbox"/>	RI.1.5	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.														
<input type="checkbox"/>	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RI.1.7	Use the illustrations and details in a text to describe its key ideas.														

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<input type="checkbox"/>	RI.1.8	Identify the reasons an author gives to support points in a text.														
<input type="checkbox"/>	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).														
Range and Level of Text Complexity																
<input type="checkbox"/>	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.														
Reading Standards: Foundational Skills																
Print Concepts																
	RF.1.1	Demonstrate understanding of the organization and basic features of print.														
<input type="checkbox"/>	RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).														
Phonological Awareness																
<input type="checkbox"/>	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).														
<input type="checkbox"/>	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.														
<input type="checkbox"/>	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.														
<input type="checkbox"/>	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.														
<input type="checkbox"/>	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).														
Phonics and Word Recognition																
<input type="checkbox"/>	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.														
<input type="checkbox"/>	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).														
<input type="checkbox"/>	RF.1.3b	Decode regularly spelled one-syllable words.														
<input type="checkbox"/>	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.														
<input type="checkbox"/>	RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.														
<input type="checkbox"/>	RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.														
<input type="checkbox"/>	RF.1.3f	Read words with inflectional endings.														

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<input type="checkbox"/>	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.														
Fluency																
<input type="checkbox"/>	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.														
<input type="checkbox"/>	RF.1.4a	Read grade-level text with purpose and understanding.			.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.										.			.	.
<input type="checkbox"/>	RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.														
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.W.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.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.														
Production and Distribution of Writing																
<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					.								.	.
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				.									.	.
Research to Build Knowledge																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	.	.	.		.	.	.	.	.			.
<input type="checkbox"/>	A.W.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.	.	.	.		.	.	.	.	.			.
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.W.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.

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Writing Standards

Text Types and Purposes

<input type="checkbox"/>	W.1.1	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.													
<input type="checkbox"/>	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.													
<input type="checkbox"/>	W.1.3	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.													

Production and Distribution of Writing

	W.1.4	(Begins in grade 3)													
<input type="checkbox"/>	W.1.5	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.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.													

Research to Build Knowledge

<input type="checkbox"/>	W.1.7	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).	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	W.1.9	(Begins in grade 4)													

Range of Writing

	W.1.10	(Begins in grade 3)													
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College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

<input type="checkbox"/>	A.SL.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.
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<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.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.	.	.			.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.														
<input type="checkbox"/>	SL.1.1a	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).			.							.				.
<input type="checkbox"/>	SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			.							.				.
<input type="checkbox"/>	SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.			.							.				.
<input type="checkbox"/>	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.														.
<input type="checkbox"/>	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			.							.				.
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.										.				
<input type="checkbox"/>	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.														
<input type="checkbox"/>	SL.1.6	Produce complete sentences when appropriate to task and situation.			.							.				.

College and Career Readiness Anchor Standards for Language

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Conventions of Standard English

<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												.

Knowledge of Language

<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
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Vocabulary Acquisition and Use

<input type="checkbox"/>	A.L.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.
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.												
<input type="checkbox"/>	A.L.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.	.	.	.	.	.	.	.	.	.	.	.	.

Language Standards

Conventions of Standard English

<input type="checkbox"/>	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
<input type="checkbox"/>	L.1.1a	Print all upper- and lowercase letters.	.											
<input type="checkbox"/>	L.1.1b	Use common, proper, and possessive nouns.												
<input type="checkbox"/>	L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).												
<input type="checkbox"/>	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).												
<input type="checkbox"/>	L.1.1e	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>).												
<input type="checkbox"/>	L.1.1f	Use frequently occurring adjectives.												
<input type="checkbox"/>	L.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).												
<input type="checkbox"/>	L.1.1h	Use determiners (e.g., <i>articles, demonstratives</i>).												
<input type="checkbox"/>	L.1.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).												

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<input type="checkbox"/>	L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.														
<input type="checkbox"/>	L.1.2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.														
<input type="checkbox"/>	L.1.2a	Capitalize dates and names of people.														
<input type="checkbox"/>	L.1.2b	Use end punctuation for sentences.														
<input type="checkbox"/>	L.1.2c	Use commas in dates and to separate single words in a series.														
<input type="checkbox"/>	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.														
<input type="checkbox"/>	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.														
Knowledge of Language																
<input type="checkbox"/>	L.1.3	(Begins in grade 2)														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.1.4	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.														
<input type="checkbox"/>	L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.														
<input type="checkbox"/>	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.														
<input type="checkbox"/>	L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).														
<input type="checkbox"/>	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.														
<input type="checkbox"/>	L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.														
<input type="checkbox"/>	L.1.5b	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).														
<input type="checkbox"/>	L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).														
<input type="checkbox"/>	L.1.5d	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.														
<input type="checkbox"/>	L.1.6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.