

D123 - Grade One English Language Arts Power Standards (Common Core State Standards)

READING

Fluently read a variety of texts.

- ___ With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RL10**
- ___ With prompting and support, read informational texts appropriately complex for grade 1. **RI10**
- ___ Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF1a**
- ___ Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **RF2a-d**
- ___ Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final –e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. **RF3a-g**
- ___ Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF4b**

Apply literal thinking skills to understand text.

- ___ Ask and answer questions about key details in a text. **RL1, RI1**
- ___ Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL2**
- ___ Describe characters, settings, and major events in a story, using key details. **RL3**
- ___ Identify who is telling the story at various points in a text. **RL6**
- ___ Use illustrations and details in a story and/or text to describe its key ideas, characters, setting, or events. **RL7, RI7**
- ___ Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. **RI4**
- ___ Determine 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. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **L4a-c**

Apply higher order thinking skills to understand text.

- ___ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL4**
- ___ Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RL5**
- ___ Compare and contrast the adventures and experiences of characters in stories. **RL9**
- ___ Identify the main topic and retell key details of a text. **RI2**
- ___ Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI3**
- ___ 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. **RI5**
- ___ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **RI6**
- ___ Identify the reasons an author gives to support points in a text. **RI8**
- ___ Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). **RI9**

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- ___ Read on-level text orally with purpose and understanding. **RF4a**
- ___ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF4c**
- ___ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. **L5a-d**

SPEAKING AND LISTENING

Listen and respond critically to oral communication.

- ___ Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. **SL1a-c**
- ___ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL2**
- ___ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **SL3**
- ___ Describe people, places, things, and events with relevant details, expressing ideas and feelings. **SL4**
- ___ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL5**
- ___ Produce complete sentences when appropriate to task and situation. **SL6**

WRITING

Use the writing process for a variety of purposes.

- ___ 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. **W1**
- ___ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W2**
- ___ 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. **W3**
- ___ 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. **W5**
- ___ With guidance and support from adults, use a variety of digital tools to produce and publish writing including in collaboration with peers. **W6**
- ___ 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). **W7**
- ___ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **W8**

Apply the conventions of writing.

- ___ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all –upper and lower-case letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). Use

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personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their*). Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., *during, beyond, toward*). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L1a-j**

— Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **L2a-e**