



INSTRUCTIONAL EXCELLENCE

Standards Overview




Grade 1: English/Language Arts

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Using This Resource

The Standards Overview shows all the grade-level standards taught over the course of the school year divided into four units. In each of the four units, different standards are emphasized depending on the unit's specific theme and focus areas. The Standards Overview should be used as a quick reference for teachers to guide them in their overall planning for the year. The key below color-codes how often standards are taught. Those marked in dark gray and magenta should be prioritized.




Teaching Standards: Frequency Rollout	
	Indicates the standard/concept is taught multiple times across several units.
	Indicates the standard/concept is only taught in two units.
	Indicates the standard/concept is only taught during this one unit.

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Standards

Standards for Reading Foundational Skills (RF)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
RF.1 Demonstrate understanding of the organization and basic features of print.				
RF.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
RF.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).				
RF.2.a Distinguish long from short vowel sounds in single-syllable words.				
RF.2.b Orally produce single-syllable words by blending sounds (phonemes).				
RF.2.c Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.				
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.3.a Know the spelling-sound correspondence for common consonant digraphs.				
RF.3.b Decode regularly spelled one-syllable words.				
RF.3.c Know final-e and common vowel team conventions for representing long vowel sounds.				
RF.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				
RF.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.				
RF.3.f Read words with inflectional endings.				

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Standard	Unit 1	Unit 2	Unit 3	Unit 4
RF.3.g Recognize and read grade-appropriate irregularly spelled words.				
RF.4 Read with sufficient accuracy and fluency to support comprehension.				
RF.4.a Read on-level text with purpose and understanding.				
RF.4.b Read on-level text orally with accuracy, appropriate rate and expression on successive readings.				
RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				

Standards for Reading Literature (RL)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
RL.1 Ask and answer questions about key details in a text.				
RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.				
RL.3 Describe characters, settings and major events in a story, using key details.				
RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
RL.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.				
RL.6 Identify who is telling the story at various points in a text.				
RL.7 Use illustrations and details in a story to describe its characters, setting or events.				
RL.8 (Not applicable to literature.)				

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Standard	Unit 1	Unit 2	Unit 3	Unit 4
RL.9 Compare and contrast the adventures and experiences of characters in stories.				
RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				

Standards for Reading Informational Text (RI)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
RI.1 Ask and answer questions about key details in a text.				
RI.2 Identify the main topic and retell key details of a text.				
RI.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.				
RI.4 Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.				
RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus) to locate key facts/information in a text.				
RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
RI.7 Use the illustrations and details in a text to describe its key ideas.				
RI.8 Identify the reasons an author gives to support points in a text.				
RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).				
RI.10 With prompting and support, read informational texts of appropriate complexity for grade 1.				

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Writing Standards (W)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
W.1 Write opinion pieces that introduce the topic or name the book, state an opinion, supply a reason for the opinion, and provide some sense of closure.				
W.2 Write informative/explanatory texts that name a topic, supply some facts about the topic and provide some sense of closure.				
W.3 Write narratives that 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.				
W.4 (Begins in grade 3.)				
W.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.				
W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				
W.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).				
W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
W.9 (Begins in grade 4.)				
W.10 (Begins in grade 3.)				

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Speaking and Listening Standards (SL)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
SL.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners, including peers and adults in small and larger groups.				
SL.2 Ask and answer questions about key details in a text read aloud or presented orally or through other media.				
SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				
SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.				
SL.5 Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings.				
SL.6 Produce complete sentences when appropriate to task and situation.				

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Language Standards (L)

Standard	Unit 1	Unit 2	Unit 3	Unit 4
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.				
L.3 (Begins in grade 2.)				
L.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.				
L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.				
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.				