

BALLSTON SPA CENTRAL SCHOOL DISTRICT
The Common Core State Standards in Our Schools

First Grade ELA

Standard	In school, I am learning to...
READING: FOUNDATIONAL SKILLS	
<i>Print Concepts</i>	
<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>b. Understand that words are separated by spaces in print.</p> <p>c. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> • identify parts of a sentence - capitalized first word, end punctuation.
<i>Phonological Awareness</i>	
<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable 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>	<ul style="list-style-type: none"> • tell the difference between long and short vowel sounds in spoken words. • blend sounds to say one syllable words. • pronounce the beginning sound in one syllable words. • pronounce the middle sound in one syllable words • pronounce the ending sound in one syllable words. • segment one syllable words into their individual sounds.
<i>Phonics & Word Recognition</i>	
<p>RF.1.3. 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 (two letters that represent one sound).</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>	<ul style="list-style-type: none"> • match a sound to the correct consonant digraph. • decode one-syllable words. • represent long vowel sounds with the most common patterns. • count the number of syllables in a word by realizing that each syllable has a vowel sound. • decode two-syllable words by breaking the syllables apart. • read words with inflectional endings. • read first grade irregularly-spelled words. (sight words)

Fluency	
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • read first grade text with purpose and understanding. • read first grade text with accuracy and expression. • use strategies to understand unknown words.
Standard	In school, I am learning to...
READING: LITERATURE	
<i>Key Ideas and Details</i>	
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> • ask questions about important details in a text. • answer questions about important details in a text. • retell a story and include important details. • tell the central message of a story. • use details to describe characters from a story. • use details to describe the setting of a story. • use details to describe the major events in a story.
<i>Craft and Structure</i>	
<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<ul style="list-style-type: none"> • identify words or phrases in a text that relate to my senses and feelings. • explain differences between fiction and nonfiction text. • identify who is telling a story.
<i>Integration of Knowledge and Ideas</i>	
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p>	<ul style="list-style-type: none"> • use illustrations to describe a story’s characters. • use illustrations to describe a story’s setting. • use illustrations to describe a story’s main events. • compare and contrast the adventures of familiar characters in different stories.
<i>Range of Reading and Level of Text Complexity</i>	
<p>RL.1.10. With prompting and support, read prose and poetry of appropriate</p>	<ul style="list-style-type: none"> • read first grade stories and poems.

complexity for grade 1.	
<i>Responding to Literature</i>	
RI.1.11. Make connections between self, text, and the world around them (text, media, social interaction).	<ul style="list-style-type: none"> • Make text to text, text to self, and text to world connections
Standard	In school, I am learning to...
READING: INFORMATIONAL TEXT	
<i>Key Ideas and Details</i>	
RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • ask questions about important details in a text. • answer questions about important details in a text. • identify the main topic of a text. • retell key details of a text. • describe the connection between two objects or pieces of information.
<i>Craft and Structure</i>	
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • ask questions to determine or clarify the meaning of words or phrases. • answer questions to determine or clarify the meaning of words or phrases. • use various text features to locate information. • tell whether I got information from the text or from illustrations.
<i>Integration of Knowledge and Ideas</i>	
RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> • use illustrations to describe key details in a text. • identify the reasons an author gives to support his/her points. • identify similarities and/or differences between two texts on the same topic.
<i>Range of Reading and Level of Text Complexity</i>	
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> • read informational text appropriate for first grade.

Standard	In school, I am learning to...
WRITING	
<i>Text Types and Purposes</i>	
<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • write an opinion piece where I: • give a topic or name of a book, • provide an opinion on the topic, • give a reason to support my opinion, • provide some sense of closure. • write an informative piece where I: • name a topic, • give some facts about the topic, • provide some sense of closure. • write a narrative piece where I: • retell about two events in order, • give some details about the events in order, • provide some sense of closure.
<i>Production and Distribution of Writing</i>	
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • respond to my peers’ questions or suggestions to strengthen my writing. • add details to strengthen my writing. • use digital tools to produce and publish my work.
<i>Research to Build and Present Knowledge</i>	
<p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • participate in research projects with my classmates. • use provided sources to find information.
<i>Responding to Literature</i>	
<p>W.1.11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<ul style="list-style-type: none"> • Use my own creativity to respond to the texts I read

Standard	In school, I am learning to...
SPEAKING & LISTENING	
<i>Comprehension & Collaboration</i>	
<p>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.</p> <p>a. 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).</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> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<ul style="list-style-type: none"> • follow class rules for discussions. • continue a conversation that we started the day before. • ask questions to clear up my confusion about a text. • show I understand what I read, hear, and/or see by asking and answering questions. • ask and/or answer a question to seek help or clarify my understanding.
<i>Presentation of Knowledge and Ideas</i>	
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	<ul style="list-style-type: none"> • describe people, places, things, and events with relevant details. • add drawings or details to a description to provide information. • use complete sentences when appropriate.

Standard	In school, I am learning to...
LANGUAGE	
<i>Conventions of Standard English</i>	
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. 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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • print all uppercase letters. • print all lowercase letters. • use different types of nouns. (common, proper, possessive) • use verbs and nouns that match tense. • use pronouns. • use verbs to show past, present, and future. • use adjectives. (describing words) • use conjunctions. (connecting words) • use determiners. (identifying words - a, an, the, some, many, each) • use prepositions. (position words) • use various types of sentences. • capitalize dates. • capitalize names of people. • use end punctuation. • use commas in dates. • use commas to separate words in a series. • spell first grade words correctly. • spell words I don't know by sounding them out.

Vocabulary Acquisition & Use

L.1.4. 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. 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).

c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

d. 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.

L.1.6. 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 (e.g., *because*).

- use context clues to figure out word meanings.
- use prefixes and/or suffixes to figure out word meanings.
- identify inflectional forms of a root word (look - looks, looked, looking).
- sort words into categories and explain what the category represents.
- define a word by its category and an attribute
- identify a real-life application of a word.
- distinguish shades of meaning among verbs & adjectives by defining, choosing, or acting them out.
- use words and phrases that I learn through listening and reading.