

**First Grade ELA Standards to be Addressed in the Third Quarter**

Please see PARCC Evidence Tables for PARCC Expectations  
Please see PARCC Framework for PARCC Expectations

**Throughout the quarter students will Cite Evidence. Throughout the quarter students will analyze content.**

Reading Literature	Reading Informational	Reading Foundations
<p><b>RL1. Ask and answer questions about key details in a text.</b></p> <p><b>RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>RL3 Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>RL4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b></p> <p><b>RL5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b></p> <p><b>RL6. Identify who is telling the story at various points in a text.</b></p> <p><b>RL7. Use illustrations and details in a story to describe its characters, setting, or events.</b></p> <p><b>RL8. (not applicable to literature)</b></p>	<p><b>RI1. Ask and answer questions about key details in a text.</b></p> <p><b>RI2. Identify the main topic and retell key details of a text.</b></p> <p><b>RI3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> <p><b>RI4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>RI5. 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.</b></p> <p><b>RI6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b></p> <p><b>RI 7 Use the illustrations and details in a text to describe its key ideas.</b></p> <p><b>RI 8 Identify the reasons an author gives to support points in a text.</b></p>	<p><b>RF1. Demonstrate understanding of the organization and basic features of print.</b></p> <p><b>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</b></p> <p><b>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p><b>a. Distinguish long from short vowel sounds in spoken single-syllable words.</b></p> <p><b>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <p><b>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b></p> <p><b>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p>

**RL9. Compare and contrast the adventures and experiences of characters in stories**

**RI9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

**RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs.**
- b. Decode regularly spelled one-syllable words.**
- c. Know final -e and common vowel team conventions for representing long vowel sounds.**
- d. Use knowledge that every syllable must have**
- e. a vowel sound to determine the number of syllables in a printed word.**
- f. Decode two-syllable words following basic patterns by breaking the words into syllables.**
- g. Read words with inflectional endings.**
- h. Recognize and read grade-appropriate irregularly spelled words.**

**RF 4 Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.**
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

## First Grade Writing Standards

Throughout the quarter, students will 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.

Throughout the quarter students will study and apply grammar.

Please see PARCC Evidence Tables for PARCC Expectations

### Writing

**W1 I can 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.**

W4 Begins in Third Grade.

W5 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.

W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W7 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).

W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W9 Begins in Fourth Grade

### Language/Convention Standards

**L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- 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*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

*Begins in Second Grade*

Vocabulary Acquisition and Use of Language

L4 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*).
- d. L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- e. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- f. 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).
- g. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- h. 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.

L5. With guidance and support from adults, demonstrate understanding of 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.

L6 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*).

**First Grade Speaking and Listening Standards**

**Throughout the quarter students will conduct discussions.**

**Throughout the quarter students will report findings.**

**Comprehension and Collaboration**

**Presentation of Knowledge and Ideas**

SL 1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL6 Produce complete sentences when appropriate to task and situation.