1st Grade - Kansas ELA Standards 2017

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details																										
RL.1.1 - As	Ask and answer questions about key details in a text.																									
dates ---->																										
RL.1.2 - Re	Retell stories, including key details, and demonstrate understanding of their central message or lesson.																									
dates ---->																										
RL.1.3 - De	Describe characters, settings, and major events in a story, using key details.																									
dates ---->																										
LITERATURE - Craft and Structure																										
RL.1.4 - Ide	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.																									
dates ---->																										
RL.1.5 - Ex	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																									
dates ---->																										
RL.1.6 - Ide	Identify who is telling the story at various points in a text.																									
dates ---->																										
LITERATURE - Integration of Knowledge and Ideas																										
RL.1.7 - Us	Use illustrations and details in a story to describe its characters, setting, or events.																									
dates ---->																										
RL.1.9 - Co	Compare and contrast the adventures and experiences of characters in stories.																									
dates ---->																										
LITERATURE -Language in Reading: Literature																										
RL.1.11	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.																									
dates ---->																										
RL.1.11.a	Use sentence-level context as a clue to the meaning of a word.																									
dates ---->																										
RL.1.11.b	Use frequently occurring affixes as a clue to the meaning of a word or phrase.																									
dates ---->																										
RL.1.11.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).																									
dates ---->																										
RL.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.																									
dates ---->																										
RL.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.																									
dates ---->																										
RL.1.12.b	Define words by category and by one or more key attributes.																									
dates ---->																										
RL.1.12.c	Identify real-life connections between words and their uses.																									
dates ---->																										
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.																									
dates ---->																										
LITERATURE - Range of Reading and Level of Text Complexity																										
RL.1.13	With prompting and support, read and comprehend highquality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.																									
dates ---->																										

INFORMATIONAL TEXT - Key Ideas and Details																										
RI.1.1	Ask and answer questions about key details in a text.																									
dates ---->																										
RI.1.2	Identify the main topic and retell key details of a text.																									
dates ---->																										
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																									
dates ---->																										
INFORMATIONAL TEXT - Craft and Structure																										
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																									
dates ---->																										
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.																									
dates ---->																										
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.																									
dates ---->																										
INFORMATIONAL TEXT - Integration of Knowledge and Ideas																										
RI.1.7	Use the illustrations and detials in a text to describe its key ideas.																									
dates ---->																										
RI.1.8	Identify the reasons an author gives to support points in a text.																									
dates ---->																										
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																									
dates ---->																										
INFORMATIONAL TEXT -Language in Reading: Informational																										
RI.1.11	Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.																									
dates ---->																										
RI.1.11.a	Use sentence-level context as a clue to the meaning of a word.																									
dates ---->																										
RI.1.11.b	Use frequently occurring affixes as a clue to the meaning of a word or phrase.																									
dates ---->																										
RI.1.11.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).																									
dates ---->																										
RI.1.12	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.																									
dates ---->																										
RI.1.12.a	Sort words into categories to gain a sense of the concepts the categories represent.																									
dates ---->																										
RI.1.12.b	Define words by category and by one or more key attributes.																									
dates ---->																										
RI.1.12.c	Identify real-life connections between words and their uses.																									
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RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.																									
dates ---->																										
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity																										
RI.1.13	With prompting and support, read and comprehend highquality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.																									
dates ---->																										

FOUNDATIONAL SKILLS - Print Concepts																										
RF.1.1	Demonstrate understanding of the organization and basic features of print.																									
dates ---->																										
RF.1.1.a	Demonstrate book orientation knowledge.																									
dates ---->																										
RF.1.1.b	Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).																									
dates ---->																										
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																									
dates ---->																										
FOUNDATIONAL SKILLS - Phonological Awareness																										
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes.																									
dates ---->																										
RF.1.2.a	Distinguish long from short vowel sounds in spoken singlesyllable words.																									
dates ---->																										
RF.1.2.b	Orally produce singlesyllable words by blending phonemes, including consonant blends.																									
dates ---->																										
RF.1.2.c	Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.																									
dates ---->																										
RF.1.2.d	Orally segment singlesyllable words into their complete sequence of individual phonemes.																									
dates ---->																										
FOUNDATIONAL SKILLS - Phonics and Word Recognition																										
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																									
dates ---->																										
RF.1.3.a	Know the sound-spelling correspondences for common consonant digraphs																									
dates ---->																										
RF.1.3.b	Decode regularly spelled one-syllable words.																									
dates ---->																										
RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.																									
dates ---->																										
RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																									
dates ---->																										
RF.1.3.e	Use vowel patterns to decode two-syllable words by breaking the words into syllables.																									
dates ---->																										
RF.1.3.f	Read words with inflectional endings (e.g., makes, walked, ended, played, going).																									
dates ---->																										
RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.																									
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FOUNDATIONAL SKILLS - Fluency																										
	Read with sufficient accuracy and fluency to support comprehension.																									
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RF.1.4.a	Read on-level text with purpose and understanding.																									
dates ---->																										
RF.1.4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.																									
dates ---->																										
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																									
dates ---->																										

WRITING - Text Types and Purposes																									
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.																								
dates ---->																									
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.																								
dates ---->																									
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.																								
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WRITING - Production and Distribution of Writing																									
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.																								
dates ---->																									
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.																								
dates ---->																									
WRITING - Research to Build and Present Knowledge																									
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).																								
dates ---->																									
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																								
dates ---->																									
WRITING - Language in Writing																									
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing.																								
dates ---->																									
W.1.10.a	Print all upper- and lowercase letters.																								
dates ---->																									
W.1.10.b	Use common, proper, and possessive nouns when writing.																								
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W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.																								
dates ---->																									
W.1.10.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my).																								
dates ---->																									
W.1.10.e	Use verbs to convey a sense of past, present and future when writing.																								
dates ---->																									
W.1.10.f	Use frequently occurring adjectives, conjunctions, articles, and prepositions when writing.																								
dates ---->																									
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																								
dates ---->																									
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																								
dates ---->																									
W.1.11.a	Capitalize dates and names of people.																								
dates ---->																									
W.1.11.b	Use end punctuation for sentences.																								
dates ---->																									
W.1.11.c	Use commas in dates and to separate single words in a series.																								
dates ---->																									

W.1.11.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
dates ---->	
W.1.11.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL.1.1	Participation in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
dates ---->	
SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking 1 at a time about the topics & texts under discussion.)
dates ---->	
SL.1.1.b	Build on others' talk in converations by responding to the comments of others through multiple exchanges.
dates ---->	
SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
dates ---->	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
dates ---->	
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.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
dates ---->	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
dates ---->	
SL.1.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
dates ---->	
Speaking and Listening: Language in Speaking and Listening	
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
dates ---->	
SL.1.7.a	Use common, proper, and possessive nouns when speaking.
dates ---->	
SL.1.7.b	Use singular and plural nouns with matching verbs in basic sentences when speaking.
dates ---->	
SL.1.7.c	Use personal, possessive,and indefinite pronouns whenspeaking.
dates ---->	
SL.1.7.d	Use verbs to convey a sense of past, present, and future when speaking.
dates ---->	
SL.1.7.e	Use frequently occurring adjectives, conjunctions, articles, and prepositions when speaking.
dates ---->	
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
dates ---->	
SL.1.8	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.
dates ---->	
SL.1.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
dates ---->	
SL.1.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.