

**Common Core Standards
Grade 1 – English Language Arts
Diocese of Rockville Centre, New York**

Identifier	Standard
1.ELA	English Language Arts
1.RL	Reading - Literature
1.RL.01	Ask and answer questions about key details in a text.
1.RL.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.03	Describe characters, settings, and major events in a story, using key details.
1.RL.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
1.RL.06	Identify who is telling the story at various points in a text.
1.RL.07	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.09	Compare and contrast the adventures and experiences of characters in stories.
1.RL.09a	With prompting and support, students will make cultural connections to text and self.
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
1.RL.11	Make connections between self, text, and the world around them (text, media, social interaction.)
1.RI	Reading - Informational Text
1.RI.01	Ask and answer questions about key details in a text.
1.RI.02	Identify the main topic and retell key details of a text.
1.RI.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.04	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1.RI.05	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.
1.RI.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1.RI.07	Use the illustrations and details in a text to describe its key ideas.
1.RI.08	Identify the reasons an author gives to support points in a text.
1.RI.09	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
1.RF	Reading - Foundational Skills
1.RF.01	Demonstrate understanding of the organization and basic features of print.

**Common Core Standards
Grade 1 – English Language Arts
Diocese of Rockville Centre, New York**

1.RF.01a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.RF.02	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.02a	Distinguish long from short vowel sounds in spoken single-syllable words.
1.RF.02b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RF.02c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RF.02d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words.
1.RF.03a	Know the spelling-sound correspondences for common consonant digraphs.
1.RF.03b	Decode regularly spelled one-syllable words.
1.RF.03c	Know final -e and common vowel team conventions for representing long vowel sounds.
1.RF.03d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
1.RF.03e	Decode two-syllable words following basic patterns by breaking the words into syllables.
1.RF.03f	Read words with inflectional endings.
1.RF.03g	Recognize and read grade-appropriate irregularly spelled words.
1.RF.04	Read with sufficient accuracy and fluency to support comprehension.
1.RF.04a	Read grade-level text with purpose and understanding.
1.RF.04b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.RF.04c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.W	Writing
1.W.01	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.
1.W.02	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
1.W.03	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.
1.W.05	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.
1.W.06	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Common Core Standards
Grade 1 – English Language Arts
Diocese of Rockville Centre, New York**

1.W.07	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).
1.W.08	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.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.
1.SL	Speaking and Listening
1.SL.01	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
1.SL.01a	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).
1.SL.01b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
1.SL.01c	Ask questions to clear up any confusion about the topics and texts under discussion.
1.SL.01d	Seek to understand and communicate with individuals from different cultural backgrounds.
1.SL.02	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.03	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.SL.04	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
1.SL.06	Produce complete sentences when appropriate to task and situation.
1.L	Language
1.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1.L.01a	Print all upper- and lowercase letters.
1.L.01b	Use common, proper, and possessive nouns.
1.L.01c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.L.01d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
1.L.01e	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).
1.L.01f	Use frequently occurring adjectives.
1.L.01g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1.L.01h	Use determiners (e.g., articles, demonstratives).

**Common Core Standards
Grade 1 – English Language Arts
Diocese of Rockville Centre, New York**

1.L.01i	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.01j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1.L.02a	Capitalize dates and names of people.
1.L.02b	Use end punctuation for sentences.
1.L.02c	Use commas in dates and to separate single words in a series.
1.L.02d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.L.02e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.04	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.
1.L.04a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.04b	Use frequently occurring affixes as a clue to the meaning of a word.
1.L.04c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.L.05	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.L.05a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.L.05b	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).
1.L.05c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.L.05d	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.
1.L.06	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).