

# GRADE 1 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Literature



#### READING STANDARDS: LITERATURE

| <input type="checkbox"/>                             | Number           | Standard  |  |  |  |  |  |  |
|--|------------------|---|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |                  |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 1.</b>    | Ask and answer questions about key details in a text.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 2.</b>    | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 3.</b>    | Describe characters, settings, and major events in a story, using key details.  |  |  |  |  |  |  |
| <b>Craft and Structure</b>                           |                  |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 4.</b>    | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See Language Standards 4-6 in this document for additional expectations.)</u> |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 5.</b>    | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                                  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 6.</b>    | Identify who is telling the story at various points in a text.  |  |  |  |  |  |  |
| <b>Integration of Knowledge and Ideas</b>            |                  |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 7.</b>    | Use illustrations and details in a story to describe its characters, setting, or events.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 8.</b>    | (Not applicable to literature)  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 9.</b>    | Compare and contrast the adventures and experiences of characters in stories.   |  |  |  |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b> |                  |   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 10.</b>   | With prompting and support, read prose and poetry of appropriate complexity for grade 1.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 10. a</b> | <u>Activate prior knowledge related to the information and events in a text.</u>  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RL 10. b</b> | <u>Confirm predictions about what will happen next in a text.</u>   |  |  |  |  |  |  |

### Informational Text



#### READING STANDARDS: INFORMATIONAL TEXT

| <input type="checkbox"/>                             | Number           | Standard   |  |  |  |  |  |  |
|--|------------------|--|--|--|--|--|--|--|
| <b>Key Ideas and Details</b>                         |                  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 1.</b>    | Ask and answer questions about key details in a text.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 2.</b>    | Identify the main topic and retell key details of a text.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 3.</b>    | Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |  |  |  |  |  |  |
| <b>Craft and Structure</b>                           |                  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 4.</b>    | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See Language Standards 4-6 in this document for additional expectations.)</u>                    |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 5.</b>    | Know and use various text <u>structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)</u> to locate key facts or information in a text. |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 6.</b>    | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   |  |  |  |  |  |  |
| <b>Integration of Knowledge and Ideas</b>            |                  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 7.</b>    | Use the illustrations and details in a text to describe its key ideas.   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 8.</b>    | Identify the reasons an author gives to support points in a text.  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 9.</b>    | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  |  |  |  |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b> |                  |  |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 10.</b>   | With prompting and support, read informational texts appropriately complex for grade 1   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 10. a</b> | <u>Activate prior knowledge related to the information and events in a text.</u>   |  |  |  |  |  |  |
| <input type="checkbox"/>                             | <b>1RI 10. b</b> | <u>Confirm predictions about what will happen next in a text.</u>  |  |  |  |  |  |  |

# GRADE 1 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Foundational Skills



### FOUNDATIONAL SKILLS STANDARDS

| <input type="checkbox"/>            | Number         | Standard   |  |  |  |  |  |  |
|-------------------------------------|----------------|--|--|--|--|--|--|--|
| <input type="checkbox"/>            | <b>1RF 1</b>   | Demonstrate understanding of the organization and basic features of print.   |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 1a.</b> | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).        |  |  |  |  |  |  |
| <b>Phonological Awareness</b>       |                |  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 2</b>   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                       |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 2a.</b> | Distinguish long from short vowel sounds in spoken single-syllable words.  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 2b.</b> | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                    |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 2c.</b> | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.          |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 2d.</b> | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).                 |  |  |  |  |  |  |
| <b>Phonics and Word Recognition</b> |                |  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3</b>   | Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u> |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3a.</b> | Know the spelling-sound correspondences for common consonant digraphs.   |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3b.</b> | Decode regularly spelled one-syllable words.   |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3c.</b> | Know final -e and common vowel team conventions for representing long vowel sounds.                                |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3d.</b> | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3e.</b> | Decode two-syllable words following basic patterns by breaking the words into syllables.                           |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3f.</b> | Read words with inflectional endings.  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 3g.</b> | Recognize and read grade-appropriate irregularly spelled words.  |  |  |  |  |  |  |
| <b>Fluency</b>                      |                |  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 4</b>   | Read with sufficient accuracy and fluency to support comprehension.  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 4a.</b> | Read on-level text with purpose and understanding.   |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 4b.</b> | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.                  |  |  |  |  |  |  |
| <input type="checkbox"/>            | <b>1RF 4c.</b> | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                 |  |  |  |  |  |  |

### Opinion/Argument



### WRITING STANDARDS: OPINION/ARGUMENT WRITING

| Text Types and Purposes  |             |   |  |  |  |  |  |  |
|--------------------------|-------------|---|--|--|--|--|--|--|
| <input type="checkbox"/> | <b>1W 1</b> | 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. |  |  |  |  |  |  |

### Informative/Explanatory



### WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

| Text Types and Purposes  |             |   |  |  |  |  |  |  |
|--------------------------|-------------|---|--|--|--|--|--|--|
| <input type="checkbox"/> | <b>1W 2</b> | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |  |  |  |  |  |  |

### Narrative



### WRITING STANDARDS: NARRATIVE WRITING

| Text Types and Purposes  |             |   |  |  |  |  |  |  |
|--------------------------|-------------|---|--|--|--|--|--|--|
| <input type="checkbox"/> | <b>1W 3</b> | 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 STANDARDS: ALL GENRES

| <input type="checkbox"/>                       | Number | Standard  |  |  |  |  |  |  |
|--|--------|---|--|--|--|--|--|--|
| <b>Production and Distribution of Writing</b>  |        |   |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 4.  | This standard begins in grade 2.  |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 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.        |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 6.  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.                      |  |  |  |  |  |  |
| <b>Research to Build and Present Knowledge</b> |        |   |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 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). |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 8.  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 9.  | Standard begins in grade 4.   |  |  |  |  |  |  |
| <b>Range of Writing</b>                        |        |   |  |  |  |  |  |  |
| <input type="checkbox"/>                       | 1W 10. | Standard begins in grade 2.   |  |  |  |  |  |  |

### Speaking & Listening



### SPEAKING AND LISTENING STANDARDS

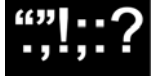
| <input type="checkbox"/>                   | Number  | Standard   |  |  |  |  |  |  |
|--|---------|--|--|--|--|--|--|--|
| <b>Comprehension and Collaboration</b>     |         |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 1   | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.                                    |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 1a. | 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).                                  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 1b. | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 1c. | Ask questions to clear up any confusion about the topics and texts under discussion.   |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 2.  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <u>Give, restate, and follow simple two-step directions.</u> |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 3.  | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |  |  |  |  |  |  |
| <b>Presentation of Knowledge and Ideas</b> |         |  |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 4.a | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <u>Memorize and recite poems, rhymes, and songs with expression.</u>       |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 5.  | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |  |  |  |  |  |  |
| <input type="checkbox"/>                   | 1SL 6.  | Produce complete sentences when appropriate to task and situation. (See Language Conventions 1 and 3 in this document for additional expectations.)                                  |  |  |  |  |  |  |

# GRADE 1 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Language



### LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

| □                                      | Number        | Standard  |  |  |  |  |  |  |
|--|---------------|---|--|--|--|--|--|--|
| <b>Conventions of Standard English</b> |               |   |  |  |  |  |  |  |
| □                                      | <b>1L 1</b>   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  |  |  |  |  |  |
| □                                      | <b>1L 1a.</b> | Print all upper- and lowercase letters.   |  |  |  |  |  |  |
| □                                      | <b>1L 1b.</b> | Use common, proper, and possessive nouns.   |  |  |  |  |  |  |
| □                                      | <b>1L 1c.</b> | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |  |  |  |  |  |  |
| □                                      | <b>1L 1d.</b> | Use personal ( <u>subject, object</u> ), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).  |  |  |  |  |  |  |
| □                                      | <b>1L 1e.</b> | Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).   |  |  |  |  |  |  |
| □                                      | <b>1L 1f.</b> | Use frequently occurring adjectives.  |  |  |  |  |  |  |
| □                                      | <b>1L 1g.</b> | Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).  |  |  |  |  |  |  |
| □                                      | <b>1L 1h.</b> | Use determiners (e.g., articles, demonstratives).   |  |  |  |  |  |  |
| □                                      | <b>1L 1i.</b> | Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).   |  |  |  |  |  |  |
| □                                      | <b>1L 1j.</b> | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.   |  |  |  |  |  |  |
| □                                      | <b>1L 2</b>   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  |  |  |  |  |  |
| □                                      | <b>1L 2a.</b> | Capitalize dates and names of people.   |  |  |  |  |  |  |
| □                                      | <b>1L 2b.</b> | Use end punctuation for sentences.  |  |  |  |  |  |  |
| □                                      | <b>1L 2c.</b> | Use commas in dates and to separate single words in a series.   |  |  |  |  |  |  |
| □                                      | <b>1L 2d.</b> | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.   |  |  |  |  |  |  |
| □                                      | <b>1L 2e.</b> | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  |  |  |  |  |  |  |
| <b>Knowledge of Language</b>           |               |   |  |  |  |  |  |  |
| □                                      | <b>1L 3a</b>  | This standard begins in grade 2.  |  |  |  |  |  |  |
| <b>Vocabulary Acquisition and Use</b>  |               |   |  |  |  |  |  |  |
| □                                      | <b>1L 4</b>   | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  |  |  |  |  |  |  |
| □                                      | <b>1L 4a.</b> | Use sentence-level context as a clue to the meaning of a word or phrase.  |  |  |  |  |  |  |
| □                                      | <b>1L 4b.</b> | Use frequently occurring affixes as a clue to the meaning of a word.  |  |  |  |  |  |  |
| □                                      | <b>1L 4c.</b> | Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).  |  |  |  |  |  |  |
| □                                      | <b>1L 5</b>   | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.   |  |  |  |  |  |  |
| □                                      | <b>1L 5a.</b> | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |  |  |  |  |  |  |
| □                                      | <b>1L 5b.</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).  |  |  |  |  |  |  |
| □                                      | <b>1L 5c.</b> | Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |  |  |  |  |  |  |
| □                                      | <b>1L 5d.</b> | 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. |  |  |  |  |  |  |
| □                                      | <b>1L 6.</b>  | 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).                             |  |  |  |  |  |  |