

1st Grade Standards Checklist

Standards	Q1	Q2	Q3	Q4
Literature				
1.RL.KID.1 Ask and answer questions about key details in a text.	x	x	x	
1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	x	x	x	
1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	x		x	x
1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	x		x	
1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	x		x	
1.RL.CS.6 Identify who is telling the story at various points in a text.	x		x	x
1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	x	x	x	
1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	x	x		
1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.		x	x	
Informational				
1.RI.KID.1 Ask and answer questions about key details in a text.	x	x	x	
1.RI.KID.2 Identify the main topic and retell key details of a text.	x	x	x	
1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	x	x	x	x
1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	x	x	x	x
1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	x	x	x	x
1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	x	x	x	

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1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	x	x	x	
1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	x	x	x	x
1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	x			x
1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	x	x	x	x
Writing				
1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.		x	x	
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	x	x	x	x
1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.			x	x
1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	x	x	x	x
1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	x		x	
1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.		x	x	
1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.				x
1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	x	x	
1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	x	x	x	x
Speaking and Listening				

Standards	Q1	Q2	Q3	Q4
1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	x	x	x	x
1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x	x	x
1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	x	x	x	x
1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		x	x	x
1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.		x	x	x
1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	x	x	x	x
Foundational Literacy Standards				
1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.	x	x		
a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	x	x		
1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	x	x	x	x
a. Distinguish long from short vowel sounds in spoken single-syllable words.	x	x	x	x
b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	x	x	x	x
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	x	x	x	x
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	x	x	x	x
1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	x	x	x	x
a. Know the sound-spelling correspondence for common consonant digraphs.	x	x	x	x
b. Decode regularly spelled one-syllable words.	x	x	x	x

Standards	Q1	Q2	Q3	Q4
c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	x	x	x	x
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	x	x	x	x
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	x	x	x	x
f. Read words with inflectional endings.	x	x	x	x
g. Recognize and read grade-appropriate irregularly spelled words.	x	x	x	x
h. Read grade-level decodable text with purpose and understanding.	x	x	x	x
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	x	x	x	x
a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	x	x	x	x
b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.	x	x	x	x
c. Spell words with inflectional endings.	x	x	x	x
d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	x	x	x	x
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	x	x	x	x
f. Write many common, frequently used words and some irregular words.	x	x	x	x
g. Print all upper and lowercase letters.	x	x	x	x
1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x
a. Read grade-level text with purpose and understanding.	x	x	x	x

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b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	x	x	x	x
c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	x	x	x	x
1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	x	x	x	x
a. Use common, proper, and possessive nouns.	x	x	x	x
b. Use singular and plural nouns with correct verbs in basic sentences.	x	x	x	x
c. Use personal, possessive, and indefinite pronouns	x	x	x	x
d. Use verbs to convey a sense of past, present, and future.	x	x	x	x
e. Use frequently occurring adjectives.	x	x	x	x
f. Use frequently occurring conjunctions.	x	x	x	x
g. Use articles and demonstratives.	x	x	x	x
h. Use frequently occurring prepositions, such as <i>during</i> , <i>beyond</i> , and <i>toward</i> .	x	x	x	x
i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	x	x	x	x
j. Capitalize names of people and dates.	x	x	x	x
k. End sentences with correct punctuation.	x	x	x	x
l. Use commas in dates and to separate single words in a series.	x	x	x	x
1.FL.VA.7a 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.	x	x	x	x
i. Use sentence-level context as a clue to the meaning of a word or phrase.	x	x	x	x
ii. Use frequently occurring affixes as a clue to the meaning of a word.	x	x	x	x
iii. Identify frequently occurring root words and their inflectional forms.	x	x	x	x

Standards	Q1	Q2	Q3	Q4
1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	x	x		x
i. Sort words into categories to gain a sense of the concepts the categories represent.	x	x		x
ii. Define words by category and by one or more key attributes.	x	x		x
iii. Identify real-life connections between words and their use.	x	x		x
iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	x	x		x
1.FL.VA.7c 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.	x	x	x	x