



## **FIRST GRADE**

### *Reading Standards for the Archdiocese of Detroit*

#### **Literature**

##### *Key Ideas and Details*

<b>R.L. 1.1</b>	<ul style="list-style-type: none"><li>• Ask and answer questions about key details in a text</li></ul>
<b>R.L. 1.2</b>	<ul style="list-style-type: none"><li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson</li></ul>
<b>R.L.1.3</b>	<ul style="list-style-type: none"><li>• Describe characters, settings, and major events in a story, using key details</li></ul>
<b>R.L.1.4</b>	<ul style="list-style-type: none"><li>• Identify problem/solution, sequence of events, and sense of story (beginning, middle, end)</li></ul>
<b>R.L.1.5</b>	<ul style="list-style-type: none"><li>• Activate prior knowledge.</li></ul>
<b>R.L.1.6</b>	<ul style="list-style-type: none"><li>• Connect personal knowledge and experience to ideas in text.</li></ul>
<b>R.L.1.7</b>	<ul style="list-style-type: none"><li>• Make text-to-self and text-to-text connections and comparisons.</li></ul>

##### *Craft and Structure*

<b>R.L. 1.8</b>	<ul style="list-style-type: none"><li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</li></ul>
<b>R.L. 1.9</b>	<ul style="list-style-type: none"><li>• Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading text types</li></ul>
<b>R.L. 1.10</b>	<ul style="list-style-type: none"><li>• Identify who is telling the story at various points in a text</li></ul>
<b>R.L.1.11</b>	<ul style="list-style-type: none"><li>• Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literacy merit</li></ul>
<b>R.L.1.12</b>	<ul style="list-style-type: none"><li>• Identify and describe a variety of narrative genre including: realistic, fiction, fantasy, and folktale</li></ul>
<b>R.L.1.13</b>	<ul style="list-style-type: none"><li>• Identify how authors/illustrators use illustrations to support story elements, and transitional words to indicate a sequence of events and sense of story</li></ul>

##### *Integration of Knowledge and Ideas*

<b>R.L. 1.14</b>	<ul style="list-style-type: none"><li>• Use illustrations and details in a story to describe its characters, setting and events</li></ul>
<b>R.L. 1.15</b>	<ul style="list-style-type: none"><li>• Compare and contrast the adventures and experiences of characters in stories</li></ul>
<b>R.L.1.16</b>	<ul style="list-style-type: none"><li>• Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding</li></ul>

##### *Range of Reading and Level of Text Complexity*

<b>R.L. 1.17</b>	<ul style="list-style-type: none"><li>• With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li></ul>
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#### **Informational Text**

##### *Key Ideas and Details*

<b>R.I 1.1</b>	<ul style="list-style-type: none"><li>• Ask and answer questions about key details in a text</li></ul>
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<b>R.I. 1.2</b>	<ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a text</li> </ul>
<b>R.I. 1.3</b>	<ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in a text</li> </ul>
<b>R.I.1.4</b>	<ul style="list-style-type: none"> <li>Discuss informational text patterns: sequential, enumerative</li> </ul>
<b>R.I.1.5</b>	<ul style="list-style-type: none"> <li>Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding</li> </ul>
<b>R.I.1.6</b>	<ul style="list-style-type: none"> <li>Activate prior knowledge.</li> </ul>
<b>R.I.1.7</b>	<ul style="list-style-type: none"> <li>Connect personal knowledge and experience to ideas in text.</li> </ul>
<b>R.I.1.8</b>	<ul style="list-style-type: none"> <li>Make text-to-self and text-to-text connections and comparisons.</li> </ul>
<i>Craft and Structure</i>	
<b>R.I. 1.9</b>	<ul style="list-style-type: none"> <li>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</li> </ul>
<b>R.I. 1.10</b>	<ul style="list-style-type: none"> <li>Know and use various text features to locate key facts or information in a text</li> </ul>
<b>R.I. 1.11</b>	<ul style="list-style-type: none"> <li>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</li> </ul>
<b>R.I.1.12</b>	<ul style="list-style-type: none"> <li>Identify and describe a variety of informational genre: simple how-to books, science and social studies magazines</li> </ul>
<i>Integration of Knowledge and Ideas</i>	
<b>R.I. 1.13</b>	<ul style="list-style-type: none"> <li>Use the illustrations and details in a text to describe its key ideas</li> </ul>
<b>R.I. 1.14</b>	<ul style="list-style-type: none"> <li>Identify the reasons an author gives to support points in a text</li> </ul>
<b>R.I. 1.15</b>	<ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two texts on the same topic</li> </ul>
<i>Range of Reading and Level of Text Complexity</i>	
<b>R.I. 1.16</b>	<ul style="list-style-type: none"> <li>With prompting and support, read informational texts appropriately complex for grade 1.</li> </ul>
<b>R.I.1.17</b>	<ul style="list-style-type: none"> <li>Self-monitor comprehension when reading familiar grade level text.</li> </ul>
<b>R.I.1.18</b>	<ul style="list-style-type: none"> <li>Use simple fix-up strategies to increase comprehension.</li> </ul>
<b>Foundational Skills</b>	
<i>Print Concepts</i>	
<b>R.F. 1.1</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print</li> </ul>
<b>R.F. 1.1a</b>	<ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</li> </ul>
<i>Phonological Awareness</i>	
<b>R.F. 1.2</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</li> </ul>
<b>R.F. 1.2a</b>	<ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words</li> </ul>
<b>R.F. 1.2b</b>	<ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds including consonant blends</li> </ul>
<b>R.F. 1.2c</b>	<ul style="list-style-type: none"> <li>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words</li> </ul>

<b>R.F. 1.2d</b>	d. Segment spoken single-syllable words into their complete sequence of individual sounds
<i>Phonics and Word Recognition</i>	
<b>R.F. 1.3</b>	<ul style="list-style-type: none"> <li>Know and apply grade level phonics and word analysis skills in decoding words</li> </ul>
<b>R.F. 1.3a</b>	a. Know the spelling-sound correspondence for common consonant diagraphs
<b>R.F. 1.3b</b>	b. Decode regularly spelled one-syllable words
<b>R.F. 1.3c</b>	c. Know final –e and common vowel team conventions for representing long vowel sounds
<b>R.F. 1.3d</b>	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word
<b>R.F. 1.3e</b>	e. Decode two-syllable words following basic patterns by breaking the words into syllables
<b>R.F. 1.3f</b>	f. Read words with inflectional endings
<b>R.F. 1.3g</b>	g. Recognize and read grade-appropriate irregular words
<b>R.F.1.4</b>	<ul style="list-style-type: none"> <li>Use structural cues to recognize one-syllable words, blends, and consonant diagraphs</li> </ul>
	a. Letter/sound
	b. Onset and rime
	c. Whole word chunks
	d. Word families
	e. Diagraphs th, ch, sh
<i>Fluency</i>	
<b>R.F. 1.5</b>	<ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension</li> </ul>
<b>R.F. 1.5a</b>	a. Read on-level text with purpose and understanding
<b>R.F. 1.5b</b>	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
<b>R.F. 1.5c</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
<b>R.F.1.6</b>	<ul style="list-style-type: none"> <li>Automatically recognize identified grade one high frequency words whether encountered in or out of context</li> </ul>
<b>R.F.1.7</b>	<ul style="list-style-type: none"> <li>Use punctuation cues (periods and question marks)</li> </ul>
<i>Reading Attitude</i>	
<b>R.F.1.8</b>	<ul style="list-style-type: none"> <li>Become enthusiastic about reading and learning how to read</li> </ul>
<b>R.F.1.9</b>	<ul style="list-style-type: none"> <li>Do substantial reading and writing on their own during free time, in school and at home.</li> </ul>
<b>R.F.1.10</b>	<ul style="list-style-type: none"> <li>Engage in reading activities during free time, in school and at home.</li> </ul>
<b>Writing</b>	
<b>Text Types and Purposes</b>	
<b>W.1.1</b>	<ul style="list-style-type: none"> <li>Write opinion pieces that introduce the topic or book name, state an opinion,</li> </ul>

	supply a reason for the opinion, and provide some sense of closure
W.1.2	<ul style="list-style-type: none"> <li>Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure</li> </ul>
W.1.3	<ul style="list-style-type: none"> <li>Write narratives that 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</li> </ul>
W.1.4	<ul style="list-style-type: none"> <li>Write poetry, based on the reading of a wide variety of grade level appropriate poetry</li> </ul>
W.1.5	<ul style="list-style-type: none"> <li>Write an informational piece that addresses a focus question using descriptive, enumerative, and sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</li> </ul>
W.1.6	<ul style="list-style-type: none"> <li>Write a prayer using drawings, words, word-like clusters, and/or sentences as support</li> </ul>
<b>Production and Distribution of Writing</b>	
W.1.7	<ul style="list-style-type: none"> <li>With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>
W.1.8	<ul style="list-style-type: none"> <li>With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers</li> </ul>
W.1.9	<ul style="list-style-type: none"> <li>With support, consider the audience and purpose for the writing and begin to use specific strategies including graphic organizers when planning a narrative and informational text</li> </ul>
W.1.10	<ul style="list-style-type: none"> <li>Reread work aloud and revise to clarify meaning for the intended audience.</li> </ul>
W.1.11	<ul style="list-style-type: none"> <li>Write five or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in words</li> </ul>
W.1.12	<ul style="list-style-type: none"> <li>Incorporate literacy language (once upon a time).</li> </ul>
W.1.13	<ul style="list-style-type: none"> <li>Build and demonstrate writing skills</li> </ul>
<b>Research to Build and Present Knowledge</b>	
W.1.14	<ul style="list-style-type: none"> <li>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)</li> </ul>
W.1.8	<ul style="list-style-type: none"> <li>With guidance and support, recall information from experiences or gather information from provided sources to answer a question</li> </ul>
	<ul style="list-style-type: none"> <li>Use a graphic organizer to sequence events in a story.</li> </ul>
<b>Handwriting</b>	
W.1.9	<ul style="list-style-type: none"> <li>Write upper and lower case manuscript letters legibly.</li> </ul>
W.1.10	<ul style="list-style-type: none"> <li>Use correct spacing between words.</li> </ul>
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	

S.L.1.1	<ul style="list-style-type: none"> <li>Participate in collaborative conversations with partners about topics and texts with peers and adults in small and larger groups</li> </ul>
S.L.1.1a	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>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)</li> </ul> </li> </ul>
S.L.1.1b	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Build on oral conversations by responding to the comments of others through multiple exchanges</li> </ul> </li> </ul>
S.L.1.1c	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Ask questions to clear up any confusion about the topics and texts under discussions</li> </ul> </li> </ul>
S.L.1.2	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> </ul>
S.L.1.3	<ul style="list-style-type: none"> <li>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> </ul>

### **Presentation of Knowledge and Ideas**

S.L.1.4	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</li> </ul>
S.L.1.5	<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</li> </ul>
S.L.1.6	<ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation</li> </ul>
S.L.1.7	<ul style="list-style-type: none"> <li>Explore and use language to communicate with a variety of audiences and for different purposes; requests, problem-solve, look for solutions, construct relationships, courtesies, prayer</li> </ul>
S.L.1.8	<ul style="list-style-type: none"> <li>In spoken informational and narrative presentations; speak clearly and audibly in complete, coherent sentences, use props (photographs and illustrations), maintain appropriate posture, eye contact and position</li> </ul>
S.L.1.10	<ul style="list-style-type: none"> <li>Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining posture and eye contact</li> </ul>

### **Oral Prayer**

S.L.1.11	<ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture and eye contact</li> </ul>

### **Language**

#### **Conventions of Standard English**

L 1.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> </ul>
L 1.1a	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Print all upper and lowercase letters</li> </ul> </li> </ul>
L 1.1b	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use common, proper and possessive nouns</li> </ul> </li> </ul>
L 1.1c	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences</li> </ul> </li> </ul>

L 1.1d	d. Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, anything)
L 1.1e	e. Use verbs to convey a sense of past, present, and future (Yesterday I walked home. Today I walk home. Tomorrow I will walk home)
L 1.1f	f. Use frequently occurring adjectives
L 1.1g	g. Use frequently occurring conjunctions (and, but, so, because)
L 1.1h	h. Use determiners (articles, demonstratives)
L 1.1i	i. Use frequently occurring prepositions (during, beyond, toward)
L 1.1j	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2	k. Use contractions (isn't, aren't, can't, won't)
L.1.3	l. Use inflectional endings (-s, -es, -ing, -ed, -er, -est)
L 1.4	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>
L 1.4a	a. Capitalize dates and names of people
L.1.4b	b. Correctly space between words
L 1.4c	c. Use end punctuation for sentences
L 1.4d	d. Use commas in dates and to separate single words in a series
L 1.4e	e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
L 1.4f	f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

### **Vocabulary Acquisitions and Use**

L 1.5	<ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies</li> </ul>
L 1.5a	a. Use sentence-level context as a clue to the meaning of a word or a phrase
L 1.5b	b. Use frequently occurring affixes as a clue to the meaning of a word
L 1.5c	c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looking, looked)
L.1.5.d	d. Use context clues, mental pictures, and questioning
L 1.6	<ul style="list-style-type: none"> <li>• With guidance and support, demonstrate understanding of word relationships and nuances in word meanings</li> </ul>
L 1.6a	a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent
L 1.6b	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)
L 1.6c	c. Identify real-life connections between words and their uses (e.g. note places at home that are cozy)
L 1.6	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 choose them or by acting

	out the meanings
L 1.7	<ul style="list-style-type: none"><li>• 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)</li></ul>