

First Grade Kansas College & Career Readiness Standards for ELA

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	
RL1	Ask and answer questions about key details in a text.
dates ---->	
RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
dates ---->	
RL3	Describe characters, settings, and major events in a story, using key details.
dates ---->	
LITERATURE - Craft and Structure	
RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
dates ---->	
RL5	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 ---->	
RL6	Identify who is telling the story at various points in a text.
dates ---->	
LITERATURE - Integration of Knowledge and Ideas	
RL7	Use illustrations and details in a story to describe its characters, setting, or events.
dates ---->	
RL9	Compare and contrast the adventures and experiences of characters in stories.
dates ---->	
LITERATURE - Range of Reading and Level of Text Complexity	
RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
dates ---->	
INFORMATIONAL TEXT - Key Ideas and Details	
R11	Ask and answer questions about key details in a text.
dates ---->	
R12	Identify the main topic and retell key details of a text.
dates ---->	
R13	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
dates ---->	
INFORMATIONAL TEXT - Craft and Structure	
R14	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
dates ---->	
R15	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 ---->	
R16	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
dates ---->	
INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
R17	Use the illustrations and details in a text to describe its key ideas.
dates ---->	
R18	Identify the reasons an author gives to support points in a text.
dates ---->	
R19	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
R110	With prompting and support, read informational texts appropriately complex for grade 1.
dates ---->	

FOUNDATIONAL SKILLS - Print Concepts	
RF1	Demonstrate understanding of the organization and basic features of print.
dates ---->	
	RF1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
dates ---->	
FOUNDATIONAL SKILLS - Phonological Awareness	
RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
dates ---->	
	RF2a Distinguish long from short vowel sounds in spoken single-syllable words.
dates ---->	
	RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
dates ---->	
	RF2c Isolate & pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
dates ---->	
	RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
dates ---->	
	RF3a Knows the spelling-sound correspondences for common consonant digraphs.
dates ---->	
	RF3b Decode regularly spelled one-syllable words.
dates ---->	
	RF3c Know final -e and common vowel team conventions for representing long vowel sounds.
dates ---->	
	RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
dates ---->	
	RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.
dates ---->	
	RF3f Read words with inflectional endings.
dates ---->	
	RF3g Recognize and read grade-appropriate irregularly spelled words.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read with sufficient accuracy and fluency to support comprehension.
dates ---->	
	RF4a Read on-level text with purpose and understanding.
dates ---->	

RF4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
dates ---->	
RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
dates ---->	
WRITING - Text Types and Purposes	
W1	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 ---->	
W2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
dates ---->	
W3	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.
dates ---->	
WRITING - Production and Distribution of Writing	
W5	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 ---->	
W6	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	
W7	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 ---->	
W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	Participation in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
dates ---->	
SL1a	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 ---->	
SL1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
dates ---->	
SL1c	Ask questions to clear up any confusion about the topics and texts under discussion.
dates ---->	
SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
dates ---->	
SL3	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	
SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
dates ---->	
SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
dates ---->	

SL6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 & 3 for specific expectations.)
dates ---->	
LANGUAGE - Conventions of Standard English	
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
	L1a Print all upper- and lowercase letters.
dates ---->	
	L1b Use common, proper, and possessive nouns.
dates ---->	
	L1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
dates ---->	
	L1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
dates ---->	
	L1e 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).
dates ---->	
	L1f Use frequently occurring adjectives.
dates ---->	
	L1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).
dates ---->	
	L1h Use determiners (e.g., articles, demonstratives).
dates ---->	
	L1i Use frequently occurring prepositions (e.g., during, beyond, toward).
dates ---->	
	L1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
	L2a Capitalize dates and names of people.
dates ---->	
	L2b Use end punctuation for sentences.
dates ---->	
	L2c Use commas in dates and to separate single words in a series.
dates ---->	
	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
dates ---->	
	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
dates ---->	

LANGUAGE - Vocabulary Acquisition and Use	
L4	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on GR 1 reading and content, choosing flexibly from an array of strategies.
dates ---->	
L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
dates ---->	
L4b	Use frequently occurring affixes as a clue to the meaning of a word.
dates ---->	
L4c	Identify frequently occurring root words (e.g., looks, looked, looking).
dates ---->	
L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
dates ---->	
L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
dates ---->	
L5b	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).
dates ---->	
L5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
dates ---->	
L5d	Distinguish shades of meaning among verbs differing in manner (eg: 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.
dates ---->	
L6	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).
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING	
LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	
READING	
R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	
WRITING	
W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	