

Grade 1 Maryland College and Career Readiness Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2 Identify the main topic and retell key details of a text.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	Craft and Structure
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RI.1.5 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.
RL.1.6 Identify who is telling the story at various points in a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RL.1.8 (Not applicable to literature.)	RI.1.8 Identify the reasons an author gives to support points in a text.
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Reading Foundational Skills	
Print Concepts	Phonics and Word Recognition (continued)
RF.1.1 Demonstrate understanding of the organization and basic features of print. RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.f Read words with inflectional endings. RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.
Phonological Awareness	Fluency
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words. RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4.a Read on-level text with purpose and understanding. RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.b Decode regularly spelled one-syllable words. RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	

WRITING	
Text Types and Purposes	
W.1.1	Write <u>opinion pieces</u> in which they <u>introduce the topic</u> or name the book they are writing about, <u>state an opinion</u> , <u>supply a reason</u> for the opinion, and <u>provide some sense of closure</u> .
W.1.2	Write <u>informative/explanatory texts</u> in which they <u>name a topic</u> , <u>supply some facts</u> about the topic and <u>provide some sense of closure</u> .
W.1.3	Write <u>narratives</u> in which they <u>recount</u> two or more appropriately sequenced events, <u>include some details</u> regarding what happened, <u>use temporal words</u> to signal event order, and <u>provide some sense of closure</u> .
Production and Distribution of Writing	
W.1.4	(Begins in Grade 3.)
W.1.5	With guidance and support from adults, <u>focus on a topic</u> , <u>respond to questions and suggestions from peers</u> , and <u>add details to strengthen writing as needed</u> .
W.1.6	With guidance and support from adults, <u>use a variety of digital tools to produce and publish writing</u> , including in collaboration with peers.
Research to Build & Present Knowledge	
W.1.7	Participate in <u>shared research and writing projects</u> (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, <u>recall</u> information from experiences <u>or gather information</u> from provided sources to <u>answer a question</u> .
W.1.9	(Begins in Grade 4.)
Range of Writing	
W.1.10	(Begins in Grade 3.)

SPEAKING & LISTENING	
Comprehension and Collaboration	
SL.1.1	Participate in <u>collaborative conversations</u> with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
SL.1.1.a	<u>Follow agreed-upon rules for discussion</u> (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.b	<u>Build on others' talk in conversations</u> by responding to the comments of others through multiple exchanges.
SL.1.1.c	<u>Ask questions</u> to clear up any confusion about the topics and texts under discussion.
SL.1.2	<u>Ask and answer questions about</u> key details in a <u>text read aloud</u> or <u>information presented orally</u> or through other media.
SL.1.3	<u>Ask and answer questions</u> about what a speaker says in order to <u>gather additional information</u> , or <u>clarify</u> something that is not understood.
Presentation of Knowledge and Ideas	
SL.1.4	<u>Describe people, places, things, and events</u> with relevant details, expressing ideas and feelings clearly.
SL.1.5	<u>Add drawings or other visual displays</u> to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	<u>Produce complete sentences</u> when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

LANGUAGE	
Conventions of Standard English	
L.1.1	Demonstrate <u>command of the conventions</u> of standard English <u>grammar and usage</u> when writing or speaking.
L.1.1.a	Print all <u>upper- and lowercase letters</u> .
L.1.1.b	Use <u>common, proper, and possessive nouns</u> .
L.1.1.c	Use <u>singular and plural nouns</u> with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
L.1.1.d	Use <u>personal, possessive, and indefinite pronouns</u> (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).
L.1.1.e	Use <u>verbs to convey a sense of past, present, and future</u> (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
L.1.1.f	Use <u>frequently occurring adjectives</u> .
L.1.1.g	Use <u>frequently occurring conjunctions</u> (e.g., <i>and, but, or, so, because</i>).
L.1.1.h	Use <u>determiners</u> (e.g., articles, demonstratives).
L.1.1.i	Use <u>frequently occurring prepositions</u> (e.g., <i>during, beyond, toward</i>).
L.1.1.j	<u>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</u> .
L.1.2	Demonstrate <u>command of the conventions</u> of standard English <u>capitalization, punctuation, and spelling</u> when writing.
L.1.2.a	<u>Capitalize dates and names</u> of people.
L.1.2.b	Use <u>end punctuation</u> for sentences.
L.1.2.c	Use <u>commas in dates</u> and to <u>separate single words in a series</u> .
L.1.2.d	Use <u>conventional spelling</u> for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.e	<u>Spell untaught words phonetically</u> , drawing on phonemic awareness and spelling conventions.
Knowledge of Language	
L.1.3	(Begins in Grade 2.)
Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.1.4.a	<u>Use sentence-level context</u> as a clue to the meaning of a word or phrase.
L.1.4.b	<u>Use frequently occurring affixes</u> as a clue to the meaning of a word.
L.1.4.c	Identify frequently occurring <u>root words</u> (e.g., <i>look</i>) <u>and their inflectional forms</u> (e.g., <i>looks, looked, looking</i>).
L.1.5	With guidance and support from adults, demonstrate <u>understanding of word relationships</u> and nuances in word meanings.
L.1.5.a	<u>Sort words into categories</u> (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.b	<u>Define words by category and by one or more key attributes</u> (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).
L.1.5.c	Identify <u>real-life connections between words and their use</u> (e.g., note places at home that are <i>cozy</i>).
L.1.5.d	Distinguish <u>shades of meaning among verbs</u> differing in manner (e.g., <i>look, peek, glance</i>) <u>and adjectives</u> differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
L.1.6	<u>Use words and phrases acquired</u> through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).