

## Grade 1: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<b>Reading Literature</b>		
CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	I can answer questions other people ask me about what I read. [RL.1.1] I can ask others questions about what I read. [RL.1.1]	
CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can tell my teacher and other students stories I know, remembering the important details and the main idea of each story. [RL.1.2]	
CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.	I can identify characters, settings, and major events in a story, using key details.	
CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can find words in a text that describe a character's or narrator's feelings. [RL.1.4] I can find words in a text that describe people, places, or things using smell, taste, touch, sight, or hearing. [RL.1.4]	
CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can tell the difference between fiction and nonfiction stories. [RL.1.5]	
CC.1.R.L.6 Craft and Structure: Identify who is telling the story at various points in a text.	I can identify who is telling the story at different times of the story. [RL.1.6]	
CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events.	I can find an illustration in a story and describe it. [RL.1.7] I can explain why an illustration is part of the page it is on. [RL.1.7] I can explain what part of the story the illustration is about. [RL.1.7]	
CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories.	I can retell the adventures and experiences of characters in my favorite stories. [RL.1.9] I can describe two characters from different stories that have similar or different adventures. [RL.1.9]	
CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	I can explain which parts of a text I understand and which parts I don't. [RL.1.10] I can locate parts of a text that are difficult for me. [RL.1.10] I can think about questions I have about a text and ask for help in order to understand parts of a text that are too difficult for me. [RL.1.10]	
CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.	I can answer questions other people ask me about what I read. [RL.1.1] I can ask others questions about what I read. [RL.1.1]	
<b>Reading Informational Text</b>		
CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.	I can ask questions about key details in a text. I can answer questions about key details in a text. [RI.1.1]	
CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.	I can identify and understand the main topic of what I read. [RI.1.2] I can retell the main topic of a text. [RI.1.2] I can retell key details of a text. [RI.1.2]	
CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can talk about how two characters are connected in a text. [RI.1.3] I can talk about how two events are connected in a text. [RI.1.3] I can talk about how two ideas are connected in a text. [RI.1.3] I can talk about how two pieces of information are connected in a text. [RI.1.3]	

## Grade 1: English Language Arts

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CC.1.R.I.4 Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I can ask questions about words or phrases I don't understand in a text. [RI.1.4]	
CC.1.R.I.5 Craft and Structure: 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.	I can find information in texts by looking at captions, bold print, subheadings, glossaries, indexes, menus, and graphics. [RI.1.5] I can look up key words and other information in the glossary or index of a text. [RI.1.5]	
CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	I can look at pictures in a text and explain what I learned from them. [RI.1.6] I can compare what I see in pictures to the words that I read in a text. [RI.1.6]	
CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.	I can study the pictures in a text to learn more about a topic. [RI.1.7] I can explain how pictures in a text are helpful in learning about a topic. [RI.1.7]	
CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.	I can read a text and identify the authors' key points. [RI.1.8] I can look for reasons an author gives to say why his or her ideas make sense. [RI.1.8] I can identify the reasons an author gives to support points in a text. [RI.1.8]	
CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	I can find similarities in two texts on the same topic. [RI.1.9] I can find differences between two texts on the same topic. [RI.1.9]	
CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.	I can locate parts of a text that I understand versus parts that I don't understand. [RI.1.10] I can ask for help in order to understand parts of a text that when needed. [RI.1.10]	
<b>Reading Fundamentals</b>		
CC.1.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.	I can identify letters, words, and sentences. (R.F.1) I can recognize that words are combined to make a sentence. (R.F.1) I can recognize that the first word in a sentence is capitalized. (R.F.1) I can recognize that words are separated by spaces before and after them. (R.F.1) I can recognize that a sentence ends with a punctuation mark. (R.F.1)	
CC.1.R.F.1.a Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	I can recognize important parts of a sentence, first word, capitalization, period. (R.F.1a)	
CC.1.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can say my letter sounds. (R.F.2)	
CC.1.R.F.2.a Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words.	I can read long and short vowel words. (R.F.2a)	
CC.1.R.F.2.b Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I can blend sounds to make words including consonant blends. (R.F.2b)	
CC.1.R.F.2.c Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	I can chop out a word and put it back together. (R.F.2c)	

## Grade 1: English Language Arts

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CC.1.R.F.2.d Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I can segment spoken single-syllable words into their complete sequence of individual sounds. (R.F.2d)	
CC.1.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.		
CC.1.R.F.3.a Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	I can read and spell words with common consonant digraphs. (R.F.3a)	
CC.1.R.F.3.b Phonics and Word Recognition: Decode regularly spelled one-syllable words.	I can decode regularly spelled one-syllable words. (R.F.3b)	
CC.1.R.F.3.c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.	I can identify the mean -e at the end of a word. (R.F.3c)	
CC.1.R.F.3.d Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	I can identify the number of syllables in a printed word. (R.F.3d)	
CC.1.R.F.3.e Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.	I can decode two syllable words. (R.F.3e)	
CC.1.R.F.3.f Phonics and Word Recognition: Read words with inflectional endings.	I can read words with inflectional endings. (R.F.3f)	
CC.1.R.F.3.g Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read irregularly spelled words. (R.F.3g)	
CC.1.R.F.4 Read with sufficient accuracy and fluency to support comprehension.		
CC.1.R.F.4.a Read on-level text with purpose and understanding.	I can read with purpose and understanding. (R.F.4a)	
CC.1.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.	I can read orally with accuracy, fluency, and with expression. (R.F.4b)	
CC.1.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can self correct myself to understand what I am reading. (R.F.4c)	
<b>Writing</b>		
CC.1.W.1 Text Types and Purposes: 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.	I can write a topic sentence.( W.1) I can write a sentence that says how I feel about a topic or book I am reading. (W.1). I can write a sentence that explains how I feel about a book or a text I am reading. (W.1)	
CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	I can write a topic sentence with supporting details. (1. W.2)	
CC.1.W.3 Text Types and Purposes: 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.	I can write a sentence to introduce a topic. (1.W.3) I can write about the events of a story. (1.W.3) I can tell the order of events in a story. (1.W.3)	

## Grade 1: English Language Arts

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CC.1.W.5 Production and Distribution of Writing: 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.	I can answer questions, add details, and explain my writing to others. (1.W.5)	
CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can write a sentence on the computer. (1.W.6)	
CC.1.W.7 Research to Build and Present Knowledge: 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).	I can read two books by the same author and share my opinion. (1.W.7) I can read two books on the same topic and share my opinion. (1.W.7) I can write a research paper with a partner. (1.W.7)	
CC.1.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can tell a story about myself using details. (1.W.8)	
<b>Language</b>		
CC.1.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.	I can print all upper- and lowercase letters. [L.1.1a]	
CC.1.L.1.b Conventions of Standard English: Use common, proper, and possessive nouns.	I can know the difference between a common and proper noun. [L.1.1b] I can use common, proper, and possessive nouns. [L.1.1b]	
CC.1.L.1.c Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	I can write or talk about the past, present, and future by using verb tenses. [L.1.1c]	
CC.1.L.1.d Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	I can use pronouns like I, me, my, and they, them, their. [L.1.1d]	
CC.1.L.1.e Conventions of Standard English: 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).	I can write or talk about the past, present, and future by using verb tenses. [L.1.1e]	
CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.	I can use common adjectives and adverbs. [L.1.1f]	
CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).	I can use common linking words like and, but, or, so, and because. [L.1.1g]	
CC.1.L.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).	I can combine words such as the, a, this, and that with other words. [L.1.1h]	
CC.1.L.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).	I can combine words such as during, beyond, above, and toward with other words. [L.1.1i]	
CC.1.L.1.j Conventions of Standard English: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can write simple and compound sentences. [L.1.1j]	

## Grade 1: English Language Arts

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CC.1.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CC.1.L.2.a Conventions of Standard English: Capitalize dates and names of people.	I can capitalize dates and names of people. [L.1.2a]	
CC.1.L.2.b Conventions of Standard English: Use end punctuation for sentences.	I can end sentences I write with punctuation. [L.1.2b]	
CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.	I can use commas in dates. [L.1.2c] I can use commas with lists of single words. [L.1.2c]	
CC.1.L.2.d Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	I can spell some common irregular words. [L.1.2d]	
CC.1.L.2.e Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	I can try to spell a word by sounding it out. [L.1.2e]	
CC.1.L.4 Vocabulary Acquisition and Use: 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.		
CC.1.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by looking for clues in a sentence. [L.1.4a]	
CC.1.L.4.b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.	I can use parts of a word I recognize as clues to the meaning of the word. [L.1.4b]	
CC.1.L.4.c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	I can understand different versions of the same word such as look, looks, looking, and looked. [L.1.4c] I can identify root words and understand that adding -s, -ed, and -ing changes the meaning of a root word. [L.1.4c]	
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can recognize words that may have more than one meaning. [L.1.5]	
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can put words into categories. [L.1.5a]	
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	I can define one word by listing other words that describe it. [L.1.5b]	
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can provide real-world examples of words. [L.1.5c]	
CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I can describe how similar verbs like look, peek, and stare have slightly different meanings. [L.1.5d] I can describe how similar adjectives like large and gigantic have slightly different meanings. [L.1.5d]	

## Grade 1: English Language Arts

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CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can learn new words and use words that have to do with a topic I'm learning about. [L.1.6] I can learn and use words that have to do with a topic I'm discussing. [L.1.6] I can use words like because and when in my sentences. [L.1.6]	
<b>Speaking and Listening</b>		
CC.1.SL.1.a Comprehension and Collaboration: 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).	I can follow rules when discussing topics with others. [SL.1.1]	
CC.1.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	I can listen to what others say and then respond to them. [SL.1.1]	
CC.1.SL.1.c Comprehension and Collaboration: Ask questions to clear up any confusion about the topics and texts under discussion.	I can participate in conversations by asking questions. [SL.1.1]	
CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	I can ask and answer questions about a text read aloud to me. [SL.1.2] I can ask and answer questions about information presented visually, such as a photograph or video. [SL.1.2] I can ask and answer questions about information presented orally, such as a speech or conversation. [SL.1.2]	
CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	I can ask and answer questions about information a speaker provides so that I can fully understand what he or she is saying. [SL.1.3]	
CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	I can describe characters by providing details about them and how I feel about them. [SL.1.4] I can describe places by providing details about them and how I feel about them. [SL.1.4] I can describe events by providing details about them and how I feel about them. [SL.1.4]	
CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	I can add drawings or other visuals to add to my ideas, thoughts, or feelings. [SL.1.5]	
CC.1.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	I can speak using complete sentences when asked to do so. [SL.1.6]	
CC.1.SL.1.a Comprehension and Collaboration: 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).	I can follow rules when discussing topics with others. [SL.1.1]	