

# Grade 1

## Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

(Adopted February 2018 by Olathe Public Schools Board of Education)



The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

### English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

# Grade 1

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

## Writing

Text Types and Purposes	<a href="#">W.1.1</a>	<a href="#">W.1.2</a>	<a href="#">W.1.3</a>
Production and Distribution of Writing	<a href="#">W.1.4</a>	<a href="#">W.1.5</a>	<a href="#">W.1.6</a>
Research to Build and Present Knowledge	<a href="#">W.1.7</a>	<a href="#">W.1.8</a>	<a href="#">W.1.9</a>
Language in Writing	<a href="#">W.1.10</a>	<a href="#">W.1.11</a>	
Range of Writing	<a href="#">W.1.12</a>		

## Speaking and Listening

Comprehension and Collaboration	<a href="#">SL.1.1</a>	<a href="#">SL.1.2</a>	<a href="#">SL.1.3</a>
Presentation of Knowledge and Ideas	<a href="#">SL.1.4</a>	<a href="#">SL.1.5</a>	<a href="#">SL.1.6</a>
Language in Speaking and Listening	<a href="#">SL.1.7</a>	<a href="#">SL.1.8</a>	

## Reading: Foundational

Print Concepts	<a href="#">RF.1.1</a>
Phonological Awareness	<a href="#">RF.1.2</a>
Phonics and Word Recognition	<a href="#">RF.1.3</a>
Fluency	<a href="#">RF.1.4</a>

## Reading: Literature

Key Ideas and Details	<a href="#">RL.1.1</a>	<a href="#">RL.1.2</a>	<a href="#">RL.1.3</a>
Craft and Structure	<a href="#">RL.1.4</a>	<a href="#">RL.1.5</a>	<a href="#">RL.1.6</a>
Integration of Knowledge and Ideas	<a href="#">RL.1.7</a>	<a href="#">RL.1.8</a>	<a href="#">RL.1.9</a>
Language in Reading: Literature	<a href="#">RL.1.10</a>	<a href="#">RL.1.11</a>	<a href="#">RL.1.12</a>
Range of Reading and Text Complexity	<a href="#">RL.1.13</a>		

## Reading: Informational

Key Ideas and Details	<a href="#">RI.1.1</a>	<a href="#">RI.1.2</a>	<a href="#">RI.1.3</a>
Craft and Structure	<a href="#">RI.1.4</a>	<a href="#">RI.1.5</a>	<a href="#">RI.1.6</a>
Integration of Knowledge and Ideas	<a href="#">RI.1.7</a>	<a href="#">RI.1.8</a>	<a href="#">RI.1.9</a>
Language in Reading: Informational	<a href="#">RI.1.10</a>	<a href="#">RI.1.11</a>	<a href="#">RI.1.12</a>
Range of Reading and Text Complexity	<a href="#">RI.1.13</a>		

# Grade 1

## Writing

### Text Types and Purposes

- W.1.1 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.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.3 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.

### Production and Distribution of Writing

- W.1.4 (Begins in grade 3)
- W.1.5 *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.
- W.1.6 *With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

- W.1.7 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).
- W.1.8 *With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.
- W.1.9 (Begins in grade 4)

### Language in Writing

- W.1.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- W.1.10.a Print all upper- and lowercase letters.
  - W.1.10.b Use common, proper, and possessive nouns when writing.
  - W.1.10.c Use singular and plural nouns with matching verbs in basic sentences.
  - W.1.10.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my).
  - W.1.10.e Use verbs to convey a sense of past, present and future when writing.
  - W.1.10.f Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.
  - W.1.10.g Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- W.1.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- W.1.11.a Capitalize dates and names of people.
  - W.1.11.b Use end punctuation for sentences.
  - W.1.11.c Use commas in dates and to separate single words in a series.
  - W.1.11.d Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.
  - W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Range of Writing

- W.1.12 (Begins in grade 3)

# Grade 1

## Speaking and Listening

### Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and large groups.
- SL.1.1a 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).
  - SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

- SL.1.4 Use relevant details to describe people, places, things, and events, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.

### Language in Speaking and Listening

- SL.1.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.1.7.a Use common, proper, and possessive nouns when speaking.
  - SL.1.7.b Use singular and plural nouns with matching verbs in basic sentences when speaking.
  - SL.1.7.c Use personal, possessive, and indefinite pronouns when speaking.
  - SL.1.7.d Use verbs to convey a sense of past, present, and future when speaking.
  - SL.1.7.e Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.
  - SL.1.7.f Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- SL.1.8 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).

# Grade 1

## Reading: Foundational

### Print Concepts

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.1.a Demonstrate book orientation knowledge.
  - RF.1.1.b Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
  - RF.1.1.c Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

- RF.1.2 Demonstrate understanding of spoken words, syllables, and 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 phonemes, including consonant blends.
  - RF.1.2.c Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.
  - RF.1.2.d Orally segment single-syllable words into their complete sequence of individual phonemes.

### 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 sound-spelling 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 patterns for representing long vowel sounds.
  - 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 Use vowel patterns to decode two-syllable words by breaking the words into syllables.
  - RF.1.3.f Read words with inflectional endings (e.g., makes, walked, ended, played, going).
  - RF.1.3.g Recognize and read grade-appropriate words.

### Fluency

- 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.

# Grade 1

## Reading: Literature

### Key Ideas and Details

- RL.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.
- RL.1.3 Describe character, settings, and major events in a story, using key details.

### Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 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.
- RL.1.6 Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 (Not applicable for literature)
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

### Language in Reading: Literature

- RL.1.10 (Begins in Grade 2)
- RL.1.11 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.
  - RL.1.11.a Use sentence-level context as a clue to the meaning of a word.
  - RL.1.11.b Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
  - RL.1.11.c Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- RL.1.12 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - RL.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.
  - RL.1.12.b Define words by category and by one or more key attributes.
  - RL.1.12.c Identify real-life connections between words and their uses.
  - RL.1.12.d Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

### Range of Reading and Level of Text

- RL.1.13 *With prompting and support*, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

# Grade 1

## Reading: Informational

### Key Ideas and Details

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 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.
- RI.1.6 Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.

### Integration of Knowledge and Ideas

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Language in Reading: Informational

- RI.1.10 (Begins in Grade 2)
- RI.1.11 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.
  - RI.1.11.a Use sentence-level context as a clue to the meaning of a word.
  - RI.1.11.b Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
  - RI.1.11.c Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- RI.1.12 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - RI.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.
  - RI.1.12.b Define words by category and by one or more key attributes.
  - RI.1.12.c Identify real-life connections between words and their uses.
  - RI.1.12.d Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

### Range of Reading and Level of Text

- RI.1.13 *With prompting and support*, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.



# Grade 1 Writing

<b>W.1.1</b>	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.
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**To address this standard, students *could*:**

- Sort written statements by fact and opinion.
- State their opinion and provide support for that opinion.

<b>Kansas High School Graduates Can:</b>	Use valid reasoning and relevant and sufficient evidence to support a written argument.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.1</u></a>	<b>W.1.1</b>	<a href="#"><u>W.2.1</u></a>
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which, they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	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.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

## Grade 1 Writing

<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Explain or provide information through writing or drawing.</li> <li>• Interview a classmate and use the information provided to create a short biography about the classmate.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.2</u></a>	<b>W.1.2</b>	<a href="#"><u>W.2.2</u></a>
	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## Grade 1 Writing

<b>W.1.3</b>	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.
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**To address this standard, students *could*:**

- Write about a typical day, following a sequence of events from the time the student wakes up in the morning to the time he or she goes to sleep.
- Write a story from the perspective of a favorite animal and include details about what that animal might do first, second, third, etc., in a particular situation.

<b>Kansas High School Graduates Can:</b>	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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	<a href="#"><u>W.K.3</u></a>	<b>W.1.3</b>	<a href="#"><u>W.2.3</u></a>
<b>Progression of Standard Across Grades</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	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.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## Grade 1 Writing

<b>W.1.4</b>	(Begins in grade 3)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Create texts appropriate for specific purposes, audiences, and tasks.		
<b>Progression of Standard Across Grades</b>	W.K.4	W.1.4	W.2.4
	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

## Grade 1 Writing

<b>W.1.5</b>	<i>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>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Write an original work about a topic of personal interest.</li> <li>• Discuss work they produced with a peer or adult.</li> <li>• Respond to questions about reasons for including specific details, and make changes to original work based on ideas from peers or adults.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.5</u></a>	<b>W.1.5</b>	<a href="#"><u>W.2.5</u></a>
	<i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>	<i>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>	<i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i>

# Grade 1 Writing

<b>W.1.6</b>	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>● Use online document sharing tools to collaborate with peers on a piece of writing.</li> <li>● Use word processing software to produce a final copy of a piece of writing.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.6</u></a>	<b>W.1.6</b>	<a href="#"><u>W.2.6</u></a>
	<i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>

## Grade 1 Writing

<b>W.1.7</b>	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).		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with peers to produce a piece of writing.</li> <li>• Explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.7</u></a>	<b>W.1.7</b>	<a href="#"><u>W.2.7</u></a>
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## Grade 1 Writing

<b>W.1.8</b>	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>● Brainstorm appropriate sources of information with peers.</li> <li>● Use a teacher-identified source (which may be an image, text, video, or other medium) to find information that answers a question.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.8</u></a>	<b>W.1.8</b>	<a href="#"><u>W.2.8</u></a>
	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>	Recall information from experiences or gather information from provided sources to answer a question.



## Grade 1 Writing

<b>W.1.9</b>	(Begins in grade 4)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
<b>Progression of Standard Across Grades</b>	W.K.9	<b>W.1.9</b>	W.2.9
	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

## Grade 1 Writing

<b>W.1.10</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns when writing.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences.</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my).</li> <li>e. Use verbs to convey a sense of past, present and future when writing.</li> <li>f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.</li> <li>g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Write a short letter to a peer or adult explaining a personal goal and the reasons for their personal goal.</li> <li>• With prompting and support from peers or adults, practice adding words to a simple sentence in order to make it more clear or meaningful for readers.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	<p>Accurately and effectively use standard English grammar and usage when writing.</p>		
<b>Progression of Standard Across Grades</b>	<a href="#">W.K.10</a>	<b>W.1.10</b>	<a href="#">W.2.10</a>
	<p>Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)</p>

## Grade 1 Writing

<b>W.1.11</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>
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**To address this standard, students *could*:**

- Participate in a self-evaluation process in which they check for capitalization or punctuation errors in their written work with help from a teacher-created model, rubric, or other guiding document.
- Interview a peer or adult about a topic of interest to the student, and make simple notes about what the interviewee says, sounding out unfamiliar words in order to write and spell them phonetically.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.11</u></a>	<b>W.1.11</b>	<a href="#"><u>W.2.11</u></a>
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

## Grade 1 Writing

<b>W.1.12</b>	(Begins in grade 3)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.K.12</u></a>	<b>W.1.12</b>	<a href="#"><u>W.2.12</u></a>
	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

# Grade 1

## Speaking and Listening

<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>
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**To address this standard, students *could*:**

- Practice speaking with appropriate volume, rate, and clarity during a Socratic discussion.
- Ask questions to clear up any confusion about the topics and texts under discussion. Discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.

<b>Kansas High School Graduates Can:</b>	Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.
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	<a href="#"><u>SL.K.1</u></a>	<b>SL.1.1</b>	<a href="#"><u>SL.2.1</u></a>
<b>Progression of Standard Across Grades</b>	Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups.	Participate in collaborative conversations with diverse partners about <i>Grade 2 and texts</i> with peers and adults in small and larger groups.

# Grade 1

## Speaking and Listening

<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Participate in a read-aloud and construct clarifying questions independently or collaboratively.</li> <li>• Monitor their own understanding by discussing their ideas with peers, and ask questions to make sure their understanding is accurate.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.2</u></a>	<b>SL.1.2</b>	<a href="#"><u>SL.2.2</u></a>
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## Grade 1 Speaking and Listening

<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Participate in a literature circle or group discussion of a text.</li> <li>• Construct questions intended to gain more information from a speaker about a topic.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.3</u></a>	<b>SL.1.3</b>	<a href="#"><u>SL.2.3</u></a>
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Grade 1 Speaking and Listening

<b>SL.1.4</b>	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>● Use details to describe a favorite family member, a favorite place, or a favorite food.</li> <li>● Describe an object using details and have a peer identify what object is being described.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.4</u></a>	<b>SL.1.4</b>	<a href="#"><u>SL.2.4</u></a>
	Use details to describe familiar people, places, things, and or events <i>with prompting and support.</i>	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.



## Grade 1 Speaking and Listening

<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Produce physical or digital drawings depicting information described with detail.</li> <li>• Select appropriate visuals to accompany an oral presentation.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.5</u></a>	<b>SL.1.5</b>	<a href="#"><u>SL.2.5</u></a>
	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## Grade 1 Speaking and Listening

<b>SL.1.6</b>	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Practice adjusting volume and rate of speech in different context (e.g., making announcements over the school’s intercom system, walking down the hallway while other classes are in session, playing with friends at recess or during a break).</li> <li>• Participate in a small group discussion and work to explain thoughts and ideas clearly to their peers within the discussion.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively adapt speech to fit a variety of contexts and communication situations.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.6</u></a>	<b>SL.1.6</b>	<a href="#"><u>SL.2.6</u></a>
	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 1 Speaking and Listening

<b>SL.1.7</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> <li>a. Use common, proper, and possessive nouns when speaking.</li> <li>b. Use singular and plural nouns with matching verbs in basic sentences when speaking.</li> <li>c. Use personal, possessive, and indefinite pronouns when speaking.</li> <li>d. Use verbs to convey a sense of past, present, and future when speaking.</li> <li>e. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.</li> <li>f. Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>
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**To address this standard, students *could*:**

- Explain to a blindfolded peer or adult how to navigate a simple obstacle course by using appropriate, frequently-occurring adjectives, conjunctions, articles, prepositions, and other appropriate language necessary to complete the task.
- Work with peers to create an oral explanation of a scientific phenomenon, using declarative, interrogative, imperative, and exclamatory sentences in order to complete the explanation and make it engaging for peers and other listeners/viewers.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use standard English grammar and usage when speaking.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.7</u></a>	<b>SL.1.7</b>	<a href="#"><u>SL.2.7</u></a>
	Demonstrate command of the conventions of standards English grammar and usage when speaking. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

## Grade 1 Speaking and Listening

<b>SL.1.8</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Work with peers to discuss and/or explain the cause of a current situation, such as the reason why backpacks must be hung on hooks in the classroom, or the reason why some people recycle cans and plastic containers.</li> <li>• Read or listen to two texts about the same topic and discuss and/or explain to peers or adults the differences and similarities between the two.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>SL.K.8</u></a>	<b>SL.1.8</b>	<a href="#"><u>SL.2.8</u></a>
	Use words and phrases acquired through conversations, reading, and through being read to.	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.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

**Grade 1**  
**Reading: Foundational**  
**Print Concepts**

<b>RF.1.1</b>	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Demonstrate book orientation knowledge.</p> <p>b. Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).</p> <p>c. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
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**To address this standard, students *could*:**

- Manipulate on-screen features using basic aspects of print in order to complete an activity.
- Construct and deconstruct the parts of a sentence.

<b>Progression of Standard Across Grades</b>	<a href="#"><u>RF.K.1</u></a>	<b>RF.1.1</b>	<b>RF.2.1</b>
	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.	Not applicable

# Grade 1

## Reading: Foundational

<b>Phonological Awareness</b>			
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and phonemes. <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending phonemes, including consonant blends.</li> <li>c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.</li> <li>d. Orally segment single-syllable words into their complete sequence of individual phonemes.</li> </ol>		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>• Use manipulatives to represent sounds in word.</li> <li>• Clap to produce the syllable sounds they hear in words.</li> </ul>			
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RF.K.2</u></a>	<b>RF.1.2</b>	<b>RF.2.2</b>
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Demonstrate understanding of spoken words, syllables, and phonemes.	Not applicable

# Grade 1

## Reading: Foundational

### Phonics and Word Recognition

<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Know the sound-spelling correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team patterns for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Use vowel patterns to decode two-syllable words by breaking the words into syllables.</li> <li>f. Read words with inflectional endings (e.g., makes, walked, ended, played, going).</li> <li>g. Recognize and read grade-appropriate words.</li> </ol>
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**To address this standard, students *could*:**

- Use whiteboards, smartboards, device apps, or chalkboards to sound-spell words orally dictated by the teacher.
- Label vowel patterns within words.
- Use manipulatives to separate words into syllable parts.

	<a href="#"><u>RF.K.3</u></a>	<b>RF.1.3</b>	<a href="#"><u>RF.2.3</u></a>
<b>Progression of Standard Across Grades</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.

**Grade 1**  
**Reading: Foundational**  
**Fluency**

<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
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**To address this standard, students *could*:**

- Read a variety of on-level texts with peers in small groups or partners.
- Provide feedback to their peers to help them improve their rate, expression, and accuracy.
- Record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction.

<b>Progression of Standard Across Grades</b>	<a href="#"><u>RF.K.4</u></a>	<b>RF.1.4</b>	<a href="#"><u>RF.2.4</u></a>
	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.



## Grade 1 Reading: Literature

<b>RL.1.1</b>	Ask and answer questions about key details in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Identify key details that describe a character.</li> <li>• Construct statements and questions that cause a peer or adult to build a deeper understanding of a text.</li> <li>• Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.1</u></a>	<b>RL.1.1</b>	<a href="#"><u>RL.2.1</u></a>
	<i>With prompting and support, students will ask and answer questions about key details in a text.</i>	Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.

## Grade 1 Reading: Literature

<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>● Retell a story with a beginning, middle, and end.</li> <li>● Identify key details in a text that they read or that was read to them.</li> <li>● Use background knowledge and the text to determine what the author wants the reader to learn.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.2</u></a>	<b>RL.1.2</b>	<a href="#"><u>RL.2.2</u></a>
	<i>With prompting and support, retell familiar stories, including key details.</i>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

## Grade 1 Reading: Literature

<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>● Describe characters, settings, and major events using key details that answer who, what, when, where, why, and how.</li> <li>● Draw a picture of a character and either write or explain the key details from a text that caused them to draw the character the way they did.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze elements of plot as they relate to the meaning of a text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.3</u></a>	<b>RL.1.3</b>	<a href="#"><u>RL.2.3</u></a>
	<i>With prompting and support, identify characters, settings and major events in a story.</i>	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.

## Grade 1 Reading: Literature

<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about unknown words.</li> <li>• Collaborate with peers to create a list of words that suggest feelings, and refer back to these words when interpreting feelings that emerge in stories and poems.</li> <li>• Identify the five senses and words that appeal to the senses.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.4</u></a>	<b>RL.1.4</b>	<a href="#"><u>RL.2.4</u></a>
	Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

## Grade 1 Reading: Literature

<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Discuss with peers and adults the distinguishing features of fiction texts and nonfiction texts.</li> <li>• Sort a set of books into fiction or nonfiction piles.</li> <li>• Discuss with peers and adults situations in which one might wish to read a fiction text and those in which one might wish to read a nonfiction text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.5</u></a>	<b>RL.1.5</b>	<a href="#"><u>RL.2.5</u></a>
	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

## Grade 1 Reading: Literature

<b>RL.1.6</b>	Identify who is telling the story at various points in a text.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>● Identify whether a character or a narrator is telling the story.</li> <li>● Read a text in which the narrator changes at one or many points in the text, and discuss with peers or adults how readers know the narrator changes.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize that different perspectives can be presented in different ways for different purposes.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.6</u></a>	<b>RL.1.6</b>	<a href="#"><u>RL.2.6</u></a>
	<i>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</i>	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

## Grade 1 Reading: Literature

<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Match illustrations to events and ideas in the text.</li> <li>• Identify story elements in the illustrations.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.7</u></a>	<b>RL.1.7</b>	<a href="#"><u>RL.2.7</u></a>
	<i>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i>	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## Grade 1 Reading: Literature

<b>RL.1.8</b>	(Not applicable for literature)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>	RL.K.8	<b>RL.1.8</b>	<a href="#">RL.2.8</a>
	(Not applicable for literature)	(Not applicable for literature)	(Not applicable for literature)



## Grade 1 Reading: Literature

<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Use a Venn Diagram to record similarities and differences between two different characters' experiences of one situation in a story.</li> <li>• Discuss two or more characters from different stories, and how they are alike or different.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.9</u></a>	<b>RL.1.9</b>	<a href="#"><u>RL.2.9</u></a>
	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## Grade 1 Reading: Literature

<b>RL.1.10</b>	(Begins in Grade 2)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>			
<b>Progression of Standard Across Grades</b>	RL.K.10	RL.1.10	<a href="#">RL.2.10</a>

## Grade 1 Reading: Literature

<b>RL.1.11</b>	<p>Determine or clarify the meaning of unknown words and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i>, choosing flexibly from a variety of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word.</li> <li>b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</li> <li>c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ol>
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**To address this standard, students *could*:**

- Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading.
- Using a literary text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes.

<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.11</u></a>	<b>RL.1.11</b>	<a href="#"><u>RL.2.11</u></a>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i> . (Click link above for details.)	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i> , choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)

## Grade 1

### Reading: Literature

<b>RL.1.12</b>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes.</li> <li>c. Identify real-life connections between words and their uses.</li> <li>d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</li> </ol>
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**To address this standard, students *could*:**

- Sort words related to qualities of two or more characters in a literary text to show what emotions or characteristics specific characters are intended to represent.
- Read a text about different kinds of families, and brainstorm with peers to identify words associated with families.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.12</u></a>	<b>RL.1.12</b>	<a href="#"><u>RL.2.12</u></a>
	<i>With guidance and support from adults, explore word relationships and nuances in word meanings. (Click link above for more details.)</i>	<i>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (See details above.)</i>	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

## Grade 1 Reading: Literature

<b>RL.1.13</b>	<i>With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.</i>		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.</li> <li>• Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of texts on their own.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RL.K.13</u></a>	<b>RL.1.13</b>	<a href="#"><u>RL.2.13</u></a>
	Actively engage in group reading activities with purpose and understanding.	<i>With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.</i>	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

# Grade 1

## Reading: Informational

<b>RI.1.1</b>	Ask and answer questions about key details in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Identify key details in a text and use those key details to construct meaningful statements and questions.</li> <li>Use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.1</u></a>	<b>RI.1.1</b>	<a href="#"><u>RI.2.1</u></a>
	<i>With prompting and support, ask and answer questions about key details in a text.</i>	Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.

# Grade 1

## Reading: Informational

<b>RI.1.2</b>	Identify the main topic and retell key details of a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Participate in retelling an informational text to a peer or adult.</li> <li>• Restate the main topic – “the gist,” the “main idea” – of a text to peers or adults following a read aloud or an independent reading of an informational text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.2</u></a>	<b>RI.1.2</b>	<a href="#"><u>RI.2.2</u></a>
	<i>With prompting and support, identify the main topic and retell key details of a text.</i>	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

# Grade 1

## Reading: Informational

<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Read a grade-appropriate article or text about an engaging science topic, and describe to peers or adults the connection between two ideas presented in the article.</li> <li>• Read grade-appropriate text(s) about two individuals from different families, and describe the connection(s) between them.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Extract meaning and purpose from informational text by analyzing its structure and organization.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.3</u></a>	<b>RI.1.3</b>	<a href="#"><u>RI.2.3</u></a>
	<i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



## Grade 1 Reading: Informational

<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>● Construct questions that will draw out more information about the meaning of words and phrases in a text.</li> <li>● Participate in a class or small group discussion in which all students pose questions to each other and all students participate in finding answers to questions.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.4</u></a>	<b>RI.1.4</b>	<a href="#"><u>RI.2.4</u></a>
	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

# Grade 1

## Reading: Informational

<b>RI.1.5</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Explain the purposes of text features that appear in grade level texts, and use them appropriately to make meaning and improve understanding.</li> <li>• Participate in a text scavenger hunt to find examples of various text features, to quickly locate specific places in a text, or to find answers to questions posed by peers or adults.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.5</u></a>	<b>RI.1.5</b>	<a href="#"><u>RI.2.5</u></a>
	Identify the front cover, back cover, and title page of a book.	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.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

## Grade 1 Reading: Informational

<b>RI.1.6</b>	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Work with peers to make a list of key learnings from a text, and then sort the key learnings into groups according to whether it was learned from text, graphics, or both.</li> <li>• Discuss with peers the benefits of a particular illustration or graphic included in a text.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize that different perspectives can be presented in different ways for different purposes.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.6</u></a>	<b>RI.1.6</b>	<a href="#"><u>RI.2.6</u></a>
	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Grade 1 Reading: Informational

<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Match illustrations to events and ideas in the text.</li> <li>• Use illustrations and text to find key details.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.7</u></a>	<b>RI.1.7</b>	<a href="#"><u>RI.2.7</u></a>
	<i>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i>	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

# Grade 1

## Reading: Informational

<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Identify a main idea and supporting details of an informational text.</li> <li>• Stick to the topic when identifying support. (Use relevant justifications.)</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Follow the logic of an argument based on the validity of the claim and evidence presented.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.8</u></a>	<b>RI.1.8</b>	<a href="#"><u>RI.2.8</u></a>
	<i>With prompting and support, identify the reasons an author gives to support points in a text.</i>	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.

# Grade 1

## Reading: Informational

<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Work with peers to list basic similarities and differences they notice between a video about our solar system and a diagram of our solar system.</li> <li>• Think about and discuss the different ways an author might communicate with readers how to make a sandwich or create a structure with blocks.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.9</u></a>	<b>RI.1.9</b>	<a href="#"><u>RI.2.9</u></a>
	<i>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.

# Grade 1

## Reading: Informational

<b>RI.1.10</b>	(Begins in Grade 2)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>			
<b>Progression of Standard Across Grades</b>	RI.K.10	<b>RI.1.10</b>	RI.2.10

## Grade 1

### Reading: Informational

<b>RI.1.11</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i>, choosing flexibly from a variety of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word.</li> <li>b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</li> <li>c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ol>
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**To address this standard, students *could*:**

- Explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading.
- Using an informational text he/she is reading, explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes.

<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.11</u></a>	<b>RI.1.11</b>	<a href="#"><u>RI.2.11</u></a>
<b>Progression of Standard Across Grades</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Kindergarten reading and content</i> . (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i> , choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)



# Grade 1

## Reading: Informational

<b>RI.1.12</b>	<p><i>With guidance and support from adults</i>, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes.</li> <li>c. Identify real-life connections between words and their uses.</li> <li>d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</li> </ol>
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**To address this standard, students *could*:**

- Sort words related to qualities of different animals to show which characteristics belong to each animal, which characteristics are shared by two or more animals, and which characteristics seem similar or close in meaning, but describe slightly different qualities.
- Describe to a peer how to draw/color a particular pattern or set of shapes on a page, using appropriate language to describe the specific placement of images and how they should appear.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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	<a href="#"><u>RI.K.12</u></a>	<b>RI.1.12</b>	<a href="#"><u>RI.2.12</u></a>
<b>Progression of Standard Across Grades</b>	<i>With guidance and support from adults</i> , explore word relationships and nuances in word meanings. (Click link above for details.)	<i>With guidance and support from adults</i> , demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

## Grade 1 Reading: Informational

<b>RI.1.13</b>	<i>With prompting and support, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.</i>		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Participate in shared or independent readings of increasingly complex text at or above Grade 1 level, in accordance with the text complexity triangle.</li> <li>• Select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of informational texts.		
<b>Progression of Standard Across Grades</b>	<a href="#"><u>RI.K.13</u></a>	<b>RI.1.10</b>	<a href="#"><u>RI.2.13</u></a>
	Actively engage in group reading activities with purpose and understanding.	<i>With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.</i>	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.