

Introduction

The world we live in continues to change. For students to succeed in school, at work, and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted the Common Core State Standards in the area of Mathematics, as well as English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Common Core State Standards Philosophy

The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content *and* application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

Role of the Teacher

While the standards set expectations for student learning for each grade level, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the needs of individual students.

Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts.

The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

Impact on Instruction

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3rd graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

Grades 3-12

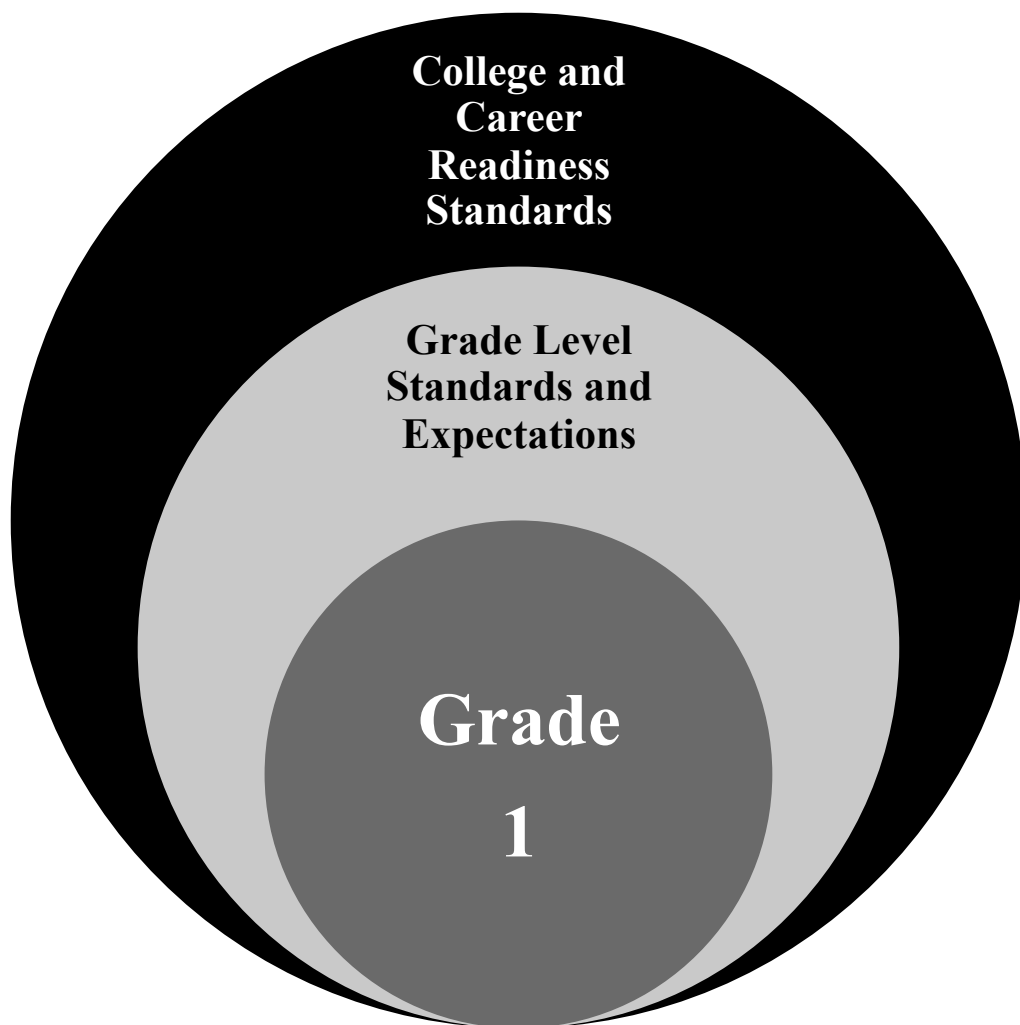
Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

Final Notes

Indiana Department of Education staff members are working diligently, both externally with other states, and internally across the IDOE, to ensure the development of a common scope and sequence for Common Core. This work is critical as we begin the transition to the Common Core State Standards.

Equally as important, efforts are underway to assist teachers in understanding what to teach next year (and in subsequent years). A tight alignment between the content which is “taught” and that which is “tested” on ISTEP+ and ECAs, together with the initiation of Common Core State Standards instruction, facilitates the important work of developing the foundation for future learning and assessment.

English Language Arts Academic Standards: Grade 1



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Interpreting the Cover Page

The graphic found on the cover page attempts to illustrate the fundamental structure of Indiana’s academic standards. The smallest circle represents the instructional expectations for one grade level. These are directly aligned with *all* grade level standards and expectations. In this way, each grade level serves as an essential part of the bigger picture. Perhaps most importantly, with the adoption of the Common Core Standards, the indicators for each grade level lead directly toward demonstrating proficiency of the College and Career Readiness Anchor Standards. The path to a post-secondary pursuit is now seamless from Kindergarten through high school graduation.

Reading this Document

English Language Arts Academic Standards: Grade 1



College and Career Readiness Anchor Standards

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Print Concepts

1.RF.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 1.RI.1** Ask and answer questions about key details in a text.
- 1.RI.2** Identify the main topic and retell key details of a text.
- 1.RI.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- 1.RI.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.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.
- 1.RI.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- 1.RI.7** Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8** Identify the reasons an author gives to support points in a text.
- 1.RI.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- 1.RI.10** With prompting and support, read informational texts appropriately complex for grade 1.

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 1.RL.1** Ask and answer questions about key details in a text.
- 1.RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3** Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- 1.RL.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.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.
- 1.RL.6** Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- 1.RL.7** Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.8** (This College and Career Readiness Standard does not have a literature component)
- 1.RL.9** Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- 1.RL.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

- 1.W.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.
- 1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.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

- 1.W.4** (Begins in grade 3)
- 1.W.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.
- 1.W.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

- 1.W.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).
- 1.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.9** (Begins in grade 4)

Range of Writing

- 1.W.10** (Begins in grade 3)

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

- 1.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - 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).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., during, beyond, toward).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

1.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

1.L.4 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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.L.6 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., I named my hamster Nibblet because she nibbles too much because she likes that).

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

- 1.SL.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.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

- 1.SL.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6** Produce complete sentences when appropriate to task and situation.

College and Career Readiness Anchor Standards for Reading

The standards on the previous pages define what students should understand and be able to do by the end of grade 1. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The standards on the previous pages define what students should understand and be able to do at the end of grade 1. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Language

The standards on the previous pages define what students should understand and be able to do by the end of grade 1. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate an understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

The standards on the previous pages define what students should understand and be able to do by the end of grade 1. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.