

1st Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	4Q		
<b>Reading Standards for Literature</b>						
The grade-level 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.						
<b>Key Ideas and Details</b>						
<b>RL.1.1</b> Ask and answer questions about key details in a text.	F					
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.		F				F
<p><b>TEACHER NOTE</b></p> <p>Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).</p> <p>The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":</p> <p><a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a></p>						
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.		F	F			
<b>Craft and Structure</b>						
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (e.g., "soon the round moon was shining" [Lobel, Arnold. "Owl and the Moon." <i>Owl at Home</i> . Harper Collins, 1975]).	F		F			
<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.					F	
<b>RL.1.6</b> Identify who is telling the story at various points in a text.					F	
<b>Integration of Knowledge and Ideas</b>						
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.						F
<b>RL.1.8</b> (Not applicable to literature based on R.CCR.8)						
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.			F			F

<p align="center"><b>1st Grade Arkansas English Language Arts Standards</b>                      Shading indicates standards for instructing within each unit</p>	<p align="center"><b>1</b> 1Q</p>	<p align="center"><b>2</b></p>	<p align="center"><b>3</b> 2Q</p>	<p align="center"><b>4</b> 3Q</p>	<p align="center"><b>5</b></p>	<p align="center"><b>6</b> 4Q</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>						
<p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p>	<p align="center"><b>RL.10 encompasses RL.1- RL.9</b></p>					
<p align="center"><b>TEACHER NOTE</b></p>						
<p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>. Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.</p>						
<p>Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.</p>						
<p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p>						

<b>1st Grade Arkansas English Language Arts Standards</b> Shading indicates standards for instructing within each unit	<b>1</b> 1Q	<b>2</b> 2Q	<b>3</b> 3Q	<b>4</b> 3Q	<b>5</b> 4Q	<b>6</b> 4Q
<b>Reading Standards for Informational Text</b>						
The grade-level 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.						
<b>Key Ideas and Details</b>						
<b>RI.1.1</b> Ask and answer questions about key details in a text.	F					
<b>RI.1.2</b> Identify the main topic and retell key details of a text.	F	F				
<b>TEACHER NOTE</b>  Retell is an informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a>  An example of how to identify the main idea and supporting key details is provided below: The main idea of the text is that sharks have unique characteristics. • “Sharks are actually a type of fish.” • “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.” • “One of the things particularly special about sharks is they have been around a long time.” The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text. (“Shark Facts.” IRCMS-Third Grade Reading Passages. www.ncsu.edu/project/lancet/third.htm, 2016, https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf. Accessed 24 September 2016.)						
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.			F		F	
<b>Craft and Structure</b>						
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	F			F	F	
<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.	F			F		
<b>TEACHER NOTE</b>  Text features should be presented in a systematic way within an aligned curriculum.						
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	F					F

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<b>Integration of Knowledge and Ideas</b>						
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	F					F
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.				F		
<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).				F		F
<b>Range of Reading and Level of Text Complexity</b>						
<b>RI.1.10</b> With prompting and support, read informational texts appropriately complexity for grade 1.	<b>RI.10 encompasses RI.1- RI.9</b>					
<p><b>TEACHER NOTE</b></p> <p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>. Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.</p> <p>Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p>						

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<b>Reading Standards: Foundational Skills</b>						
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.						
<i>Build Up Phonics</i> does not provide instruction for the blue highlighted standards.						
<b>Print Concepts</b>						
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.						
<i>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i>	F					
<i>b. Taught in Kindergarten: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</i>						
<i>c. Taught in Kindergarten: Understand that words are separated by spaces in print.</i>						
<i>d. Taught in Kindergarten: Recognize and name all upper-and lowercase letters of the alphabet.</i>						
<b>Phonological Awareness</b>						
<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
<b>TEACHER NOTE</b>  To assess the understanding of words, teachers might ask students to count words in spoken sentences: <ul style="list-style-type: none"> <li>• blend two individual words to form a compound word (e.g., star + fish...starfish).</li> <li>• Segment a compound word into its two individual words (e.g., starfish...star fish).</li> </ul>						
<i>a. Distinguish long from short vowels in spoken one-syllable words.</i>			F	F		F
<i>b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.</i>	F		F	F		F
<i>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</i>	F		F	F		F
<i>d. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</i>			F	F		F
<b>TEACHER NOTE</b>  Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website: <a href="http://www.readingrockets.org/article/development-phonological-skills">http://www.readingrockets.org/article/development-phonological-skills</a>						

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<b>New Standard e.</b> Delete a syllable from a word (e.g., say "remember," now say it without the "re").						F
<b>New Standard f.</b> Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.				F		F
<b>TEACHER NOTE</b> The following is an example of adding a phoneme to make a new word:  Teacher says, "ate" and asks students to repeat. Teacher says, "add /r/ at the beginning and the word is?" Students say "rate".  The following is an example of substituting a phoneme to make a new word:  Teacher says, "coat" and asks students to repeat. Teacher says, "Change /k/ to /b/ and the word is?" Students say "boat".						
<b>New Standard g.</b> Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).				F		F
<b>TEACHER NOTE</b> The teacher might assess students by asking them to delete individual words from a compound word. (e.g., "cupcake" -say it again, but without "cup" - child says "cake").						
<b>Phonics and Word Recognition</b>						
<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.						
<b>TEACHER NOTE</b> Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a>						
<b>a.</b> Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)			F	F		
<b>b.</b> Know the letter-sound correspondences. •silent e (e.g., a-e, e-e, i-e, o-e, u-e) •vowel teams -vowel digraph (e.g., ee, oo, ai, ay, ea)			F	F		F

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<b>c. Recognize and read grade-appropriate irregularly spelled words.</b>	F		F	F		F
<p style="text-align: center;"><b>TEACHER NOTE</b></p> <p style="text-align: center;">Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>Grade-appropriate is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p>						
<b>d. Read words with inflectional endings.</b>	F		F	F		F
<p style="text-align: center;"><b>Typically taught in small group reading- text with words with inflectional endings begins around level 4</b></p> <p style="text-align: center;"><b>TEACHER NOTE</b></p> <p style="text-align: center;">Information on inflected endings may be found on page 22 at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a></p>						
<b>e. Decode regularly spelled one-syllable words that follow syllable types</b> <ul style="list-style-type: none"> <li>•close syllable</li> <li>•open syllable</li> <li>•vowel-consonant-e</li> <li>•vowel teams</li> <li>•consonant -le</li> <li>•r-controlled vowel</li> </ul>	F		F	F		F
<p style="text-align: center;"><b>TEACHER NOTE</b></p> <p style="text-align: center;">Information on syllable types may be found on page 21 at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a></p>						
<b>f. Decode two-syllable words following basic patterns by breaking the words into syllables</b> <ul style="list-style-type: none"> <li>•compound words (e.g., cup/cake, cow/boy)</li> <li>•consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>•VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>•V/CV (e.g., bo/nus)</li> </ul>						F
<p style="text-align: center;"><b>TEACHER NOTE</b></p> <p style="text-align: center;">Information on syllable types may be found on page 21 at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a></p>						

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<b>Fluency</b>						
<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.						
<p><b>TEACHER NOTE</b></p> <p>Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension. Students’ fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides detailed guidance and includes rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>“Reading rate appears to reflect students’ ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn &amp; Stahl, 2000; Osborn &amp; Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students’ reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students.</p> <p>Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students’ growth in reading and require instructional intervention.” (Rasinski, Timothy. “Assessing Reading Fluency.” PREL, 2004, p 15, <a href="http://files.eric.ed.gov/fulltext/ED483166.pdf">http://files.eric.ed.gov/fulltext/ED483166.pdf</a>. Accessed 30 August 2016.)</p>						



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<b>a. Read grade-level text with purpose and understanding.</b>	F		F	F		F
<b>TEACHER NOTE</b> It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a> . Accessed 30 Aug. 2016.) This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of Grade 3.  Kindergarten and Grade 1 must lay a strong foundation for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 1 should be reading independently in the Lexile range between 190L-530L. Students reading at the lower end of the range will need more support to read independently on grade level by the end of Grade 3 and beyond. The Lexile ranges overlap, recognizing that students can slip back if they do not receive reading support such as during summer break.  Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.						
<b>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>	F		F	F		F
<b>RPS Standard. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	F		F	F		F

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<b>Writing Standards</b>						
The following standards offer a focus for writing 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. The expected growth in student writing ability is reflected in the standards.						
<b>Text Types and Purposes</b>						
<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.				F		
<p style="text-align: center;"><b>TEACHER NOTE</b></p> <p>An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge. (“opinion.” Merriam-Webster Inc., 2015. merriam-webster.com/dictionary/opinion. Accessed 30 August 2016.)</p> <p>Note the learning progression: opinion writing is the foundation and precursor to persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.</p>						
<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.	F		F			
<p style="text-align: center;"><b>TEACHER NOTE</b></p> <p>For detailed information about text types see page 23 of the following resource:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a></p>						
<i>a. Begins in Grade 3.</i>						
<i>b. Begins in Grade 3.</i>						
<b>New Standard c.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			F			
<i>d. Begins in Grade 3.</i>						
<i>e. Begins in Grade 3.</i>						
<i>f. Begins in Grade 3.</i>						

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<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.			F			F
<b>TEACHER NOTE</b> Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <a href="http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/">http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</a>						
<b>Production and Distribution of Writing</b>						
<b>W.1.4</b> Begins in Grade 3.						
<b>W.1.5</b> 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.	F		F	F		
<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.						F
<b>TEACHER NOTE</b> Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.						
<b>Research to Build and Present Knowledge</b>						
<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).	F		F		F	F
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				F		F
<b>New Standard W.1.10</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.10 encompasses W.1- W.8</b>					

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<b>Speaking and Listening Standards</b>						
The following standards offer a focus for instruction each year 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.						
<b>Comprehension and Collaboration</b>						
<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.						
<b>TEACHER NOTE</b> Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion). For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link:  <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a>						
<b>a.</b> 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).	F		F			
<b>b.</b> Continue conversations by responding to the comments of others through multiple exchanges.				F		F
<b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.	F		F	F		F
<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.			F			
<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.			F			F
<b>Presentation of Knowledge and Ideas</b>						
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	F		F	F		F
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			F			F
<b>TEACHER NOTE</b> A visual display is a presentation of information that can be seen.						
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	F		F	F		F
<b>TEACHER NOTE</b> See L.1.1 for specific language expectations for Grade 1 students when speaking and writing.						

<b>1st Grade Arkansas English Language Arts Standards</b> Shading indicates standards for instructing within each unit	<b>1</b> 1Q	<b>2</b>	<b>3</b> 2Q	<b>4</b> 3Q	<b>5</b>	<b>6</b> 4Q
<b>Language Standards</b>						
The following standards for grades K-5 offer a focus for instruction each year 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.						
<b>Conventions of Standard English</b>						
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 1 when writing or speaking.						
<b>TEACHER NOTE</b>  Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)  Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.						
<i>a. Begins in Grade 3: Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</i>						
<b>b. Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).</b>	F					
<b>c. 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).</b> •Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.)				F		F
<b>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</b>				F		
<b>e. Use adjectives.</b> •Use determiners, noun markers, to add specificity (e.g., a book, the book).			F			F
<b>f. Use conjunctions (e.g., and, but, or, so).</b>		F				
<b>g. Use prepositions (e.g., during, beyond, toward).</b>						F
<b>h. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b> •Use appropriate spacing to separate words in a sentence.	F		F	F		F
<i>i. Begins in Grade 4: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i>						
<i>j. Taught in Kindergarten: Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).</i>						

1st Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	4Q		
<b>New Standard k.</b> <i>Print all upper- and lowercase letters with proper letter formation.</i>	<b>See Handwriting Standards</b>					
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<b>TEACHER NOTE</b>						
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)						
<b>a.</b> <i>Capitalize the first word in sentences, the pronoun I, dates, and names of people.</i>	F					F
<b>b.</b> <i>Use end punctuation for sentences.</i>	F		F			
<b>c.</b> <i>Use commas in dates and to separate single words in a series.</i>						F
<b>d.</b> <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> • <i>Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</i>	F		F	F		F
<b>TEACHER NOTE</b>						
More information on Phoneme-Grapheme Correspondence may be found in appendix A on page 17. A chart of vowel sounds with examples can be found on page 18.						
<a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a>						

<b>1st Grade Arkansas English Language Arts Standards</b> Shading indicates standards for instructing within each unit	<b>1</b> 1Q	<b>2</b> 2Q	<b>3</b> 3Q	<b>4</b> 4Q	<b>5</b> 5Q	<b>6</b> 6Q
<b>Vocabulary Acquisition and Use</b>						
<b>L.1.4</b> 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.						
<b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	F		F	F		F
<b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.				F		F
<b>c.</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				F		F
<b>TEACHER NOTE</b>						
A chart with common discipline-specific roots may be found at the following link:						
<a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>						
<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.						
<b>TEACHER NOTE</b>						
Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning:						
The girl was ____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).						
<b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	F		F			
<b>b.</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).			F			
<b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).	F		F	F		
<b>d.</b> 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.			F	F		
<b>L.1.6</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 (e.g., because).	F		F	F		F