

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>						
<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
<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
<b>Range of Reading and Level of Text Complexity</b>						
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	<b>RL.10 encompasses RL.1- RL.9</b>					

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<b>Reading Standards for Informational Text</b>						
<b>Key Ideas and Details</b>						
RI.1.1 Ask and answer questions about key details in a text.	F					
RI.1.2 Identify the main topic and retell key details of a text.	F	F				
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.				F		F
<b>Craft and Structure</b>						
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		F			F	F
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.		F				F
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		F				F
<b>Integration of Knowledge and Ideas</b>						
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	F					F
RI.1.8 Identify the reasons an author gives to support points in a text.				F		
RI.1.9 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>						
RI.1.10 With prompting and support, read informational texts appropriately complexity for grade 1.	<b>RI.10 encompasses RI.1- RI.9</b>					

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<b>Reading Standards: Foundational Skills</b>						
<i>Build Up Phonics does not provide instruction for the blue highlighted standards.</i>						
<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).						
<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>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>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

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<b>Phonics and Word Recognition</b>						
<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.						
<i>a. Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)</i>			F	F		
<i>b. Know the letter-sound correspondences.</i> • silent e (e.g., a-e, e-e, i-e, o-e, u-e) • vowel teams -vowel diagraph (e.g., ee, oo, ai, ay, ea)			F	F		F
<i>c. Recognize and read grade-appropriate irregularly spelled words.</i>	F		F	F		F
<i>d. Read words with inflectional endings.</i>	F		F	F		F
<i>e. Decode regularly spelled one-syllable words that follow syllable types</i> • close syllable • open syllable • vowel-consonant-e • vowel teams • consonant -le • r-controlled vowel	F		F	F		F
<i>f. Decode two-syllable words following basic patterns by breaking the words into syllables</i> • compound words (e.g., cup/cake, cow/boy) • consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) • VC/CV (e.g., nap/kin, hap/py, stam/pede) • V/CV (e.g., bo/nus)						F
<b>Fluency</b>						
<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.						
<i>a. Read grade-level text with purpose and understanding.</i>	F		F	F		F
<i>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>	F		F	F		F
<b>RPS Standard.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	F		F	F		F

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<b>Writing Standards</b>						
<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		
<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				
<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>						
<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>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>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>						
<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>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>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	F		F	F		F

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<b>Language Standards</b>						
<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.						
<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.</b> Use common, proper, and singular possessive nouns (e.g., dog, dog's, Skippy or Skippy's).	F					
<b>c.</b> 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 singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.)				F		F
<b>d.</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).				F		
<b>e.</b> Use adjectives. •Use determiners, noun markers, to add specificity (e.g., a book, the book).			F			F
<b>f.</b> Use conjunctions (e.g., and, but, or, so).		F				
<b>g.</b> Use prepositions (e.g., during, beyond, toward).						F
<b>h.</b> Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. •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>						
<b>New Standard k.</b> Print all upper- and lowercase letters with proper letter formation.	<b>See Handwriting Standards</b>					

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<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<b>a.</b> Capitalize the first word in sentences, the pronoun I, dates, and names of people.	F					F
<b>b.</b> Use end punctuation for sentences.	F		F			
<b>c.</b> Use commas in dates and to separate single words in a series.						F
<b>d.</b> 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 patterns.	F		F	F		F
<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>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.						
<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