

1st Grade PA English Language Arts Core Standards Checklist

Appendix C-1

Teacher: \_\_\_\_\_

		Introduced	Practiced	Assessed	Spiral Reviewed	Reassessed
<b>Foundational Skills</b>						
<b>1.1</b>	<b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>					
	<b>Book Handling</b>					
CC.1.1.1.A	Intentionally Blank					
	<b>Print Concepts</b>					
CC.1.1.1.B	Demonstrate understanding of the <b>organization and basic features of print</b> .					
	Recognize the distinguishing <b>features of a sentence</b> .					
	<b>Follow words</b> left to right, top to bottom, page by page, front to back, and turn pages in correct direction.					
	Recognize that <b>spoken words are represented in written language</b> by specific sequences of letters					
	Recognize and name all <b>lowercase and uppercase letters</b> of the alphabet					
	<b>Differentiate first/ last letter in a word, first and last word in a sentence;</b> understand that words are separated by spaces in print;.					
	<b>Locate punctuation:</b> periods, question marks, exclamation points, and quotation mark.					
	<b>Phonological Awareness</b>					
CC.1.1.1.C	Demonstrate understanding of <b>spoken words, syllables, and sounds</b> (phonemes).					
	• Distinguish <b>long from short vowel sounds</b> in spoken single-syllable words.					
	• <b>Count, pronounce, blend, and segment syllables</b> in spoken and written words.					
	• Orally produce <b>single-syllable words, including consonant blends and digraphs</b> .					
	• Identify, isolate, categorize, and pronounce <b>initial, medial vowel, and final sounds</b> (phonemes) in spoken single-syllable words.					
	• <b>Add or substitute individual sounds</b> (phonemes) in one-syllable words to make new words.					
	<b>Phonics and Word Recognition</b>					
	Know and apply grade-level <b>phonics and word analysis skills</b> in decoding words.					

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CC.1.1.1.D	• <b>Identify upper and lower case letters</b> with fluency.					
	• Demonstrate basic knowledge of one-to-one letter-sound correspondence.					
	• Identify <b>common consonant digraphs, blends, final-e, and common vowel teams</b> .					
	• Decode <b>one- and two-syllable words with common patterns</b> , real and pseudo/make believe words, with the following syllable types: closed (VC, CVC) and Long Vowel-silent e (CVCe).					
	• Read grade-level <b>words with inflectional endings</b> .					
	• <b>Read unit sight words and additional Dolch words</b> with automaticity.					
	• Decode <b>rhyming words</b> .					
	• Decode and encode words with <b>two-letter consonant blends</b> .					
	• Decode and encode <b>words with digraphs</b> .					
	• Decode and encode <b>word family words</b> .					
	• Read grade-appropriate <b>irregularly spelled words</b> .					
	• <b>Print all upper and lower case letters</b> (Manuscript).					
<b>Fluency</b>						
CC.1.1.1.E	Read with accuracy and fluency to <b>support comprehension</b> .					
	• <b>Read on-level text with purpose</b> and understanding.					
	• <b>Read on-level text orally</b> with accuracy, appropriate rate, and expression on successive readings.					
	• <b>Use context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.					
<b>Reading Informational Text</b>						
1.2	<b>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</b>					
<b>Key Ideas &amp; Details</b>						

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CC.1.2.1.A	Identify the <b>main idea and retell key details</b> of text.					
CC.1.2.1.B	<b>Ask and answer questions about key details</b> in a text. Through collaboration with peers, make predictions about what will happen next in a story or process.					
CC.1.2.1.C	Describe the <b>connection between two individuals, events, ideas, or pieces of information</b> in a text.					
<b>Craft &amp; Structure</b>						
CC.1.2.1.D	Intentionally Blank (Explain the point of view from which a text is written. Identify and distinguish between fact and opinion in a text)					
CC.1.2.1.E	<b>Use various text features and search tools</b> to locate key facts or information in a text.					
CC.1.2.1.F	<b>Ask and answer questions</b> to help determine or clarify the meaning of words and phrases in a text. Identify the difference between facts and opinions.					
<b>Integration of Knowledge and Ideas</b>						
CC.1.2.1.G	Use the <b>ideas, illustrations, and details in a text to describe its key ideas</b> . Describe how text features help readers find information. Locate information using topic words and sentences.					
CC.1.2.1.H	Identify the <b>reasons an author gives</b> to support points in a text.					
CC.1.2.1.I	Identify basic <b>similarities in and differences between two texts</b> on the same topic.					
<b>Vocabulary Acquisition and Use</b>						
CC.1.2.1.J	<b>Use words and phrases</b> acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.					
CC.1.2.1.K	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based upon grade level reading and content.					
<b>Range of Reading</b>						
CC.1.2.1.L	<b>Read and comprehend literary nonfiction and informational text</b> on grade level, reading independently and proficiently.					
<b>Reading Literature</b>						
<b>1.3</b>	<b>Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</b>					
<b>Key Ideas &amp; Details</b>						
CC.1.3.1.A	<b>Retell stories</b> , including key details, and demonstrate understanding of their central message or lesson. Identify and complete predictable language patterns and begin to recognize structure in poetry.					

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CC.1.3.1.B	<b>Ask and answer questions about key details</b> in a text. Use illustrations and text to make logical predictions.					
CC.1.3.1.C	<b>Describe characters, settings, and major events</b> in a story, using key details.					
<b>Craft &amp; Structure</b>						
CC.1.3.1.D	<b>Identify who is telling the story</b> at various points in a text.					
CC.1.3.1.E	Explain major <b>differences between books that tell stories and books that give information</b> , drawing on a wide reading or range of text types. Differentiate between dialogue and actions in plays and stories.					
CC.1.3.1.F	Identify <b>words and phrases in stories or poems that suggest feelings or appeal to the senses</b> . Identify <b>literary devices in rhyme, rhythm, repetition, and patterns</b> .					
<b>Integration of Knowledge and Ideas</b>						
CC.1.3.1.G	Use illustrations and details in a story to <b>describe characters, setting, or events</b> .					
CC.1.3.1.H	<b>Compare and contrast</b> the adventures and experiences of characters in stories.					
<b>Vocabulary Acquisition and Use</b>						
CC.1.3.1.I	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based upon grade-level reading and content.					
CC.1.3.1.J	<b>Use words and phrases</b> acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.					
<b>Range of Reading</b>						
CC.1.3.1.K	<b>Read and comprehend literature on grade level</b> , reading independently and proficiently.					
<b>Writing</b>						
<b>1.4</b>	<b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>					
<b>Informative/Explanatory</b>						
CC.1.4.1.A	<b>Write informative/explanatory texts</b> to examine a topic and convey ideas and information.					
CC.1.4.1.B	Identify and <b>write about one specific topic</b> .					

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CC.1.4.1.C	Develop the topic with <b>two or more facts</b> .					
CC.1.4.1.D	<b>Group information</b> and provide some <b>sense of closure</b> .					
	<b>Organize words</b> into a complete thoughts.					
	<b>Arrange words</b> in a logical sentence structure.					
CC.1.4.1.E	<b>Choose words and phrases</b> for effect.					
CC.1.4.1.F CC.1.4.1.L CC.1.4.1.R	<i>In all types of writing:</i> Demonstrate a grade-appropriate <b>command of the conventions of standard English grammar, usage, capitalization, punctuation,</b>					
	• <b>Capitalize</b> dates and names of people, first word in a sentence, proper nouns, the pronoun <i>I</i> .					
	• Use end <b>punctuation</b> ; use commas in dates and words in series.					
	• Use <b>nouns, pronouns, verbs, adjectives, and conjunctions</b> properly in writing.					
	• Use complete <b>simple, declarative, interrogative, and exclamatory sentences</b> in writing.					
	• <b>Spell words</b> drawing on common spelling patterns, phonemic awareness, and spelling conventions.					
	• <b>Spell most common, frequently used words</b> correctly.					
<b>Opinion/Argumentative</b>						
CC.1.4.1.G	<b>Write opinion pieces</b> on familiar topics.					
CC.1.4.1.H	<b>Form an opinion</b> by choosing among given topics.					
CC.1.4.1.I	<b>Support the opinion</b> with reasons related to the opinion.					
CC.1.4.1.J	<b>Create an organizational structure</b> that includes reasons and provides some sense of closure.					
CC.1.4.1.K	<b>Use a variety of words and phrases.</b>					
<b>Narrative</b>						
CC.1.4.1.M	<b>Write narratives</b> to develop real or imagined experiences or events.					
CC.1.4.1.N	<b>Establish who and what</b> the narrative will be about.					

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CC.1.4.1.O	Include thoughts and feelings to <b>describe experiences and events</b> .					
CC.1.4.1.P	<b>Recount two or more appropriately sequenced events</b> using temporal words to signal event order and provide some sense of closure.					
CC.1.4.1.Q	<b>Use a variety of words and phrases</b> .					
CC.1.4.1.Q	<b>Include illustrations</b> when appropriate.					
<b>Response to Literature</b>						
CC.1.4.1.S	Intentionally Blank (Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.)					
<b>Production and Distribution of Writing</b>						
CC.1.4.1.T	With guidance and support from adults and peers, <b>focus on a topic</b> , respond to questions and suggestions from peers and add details to strengthen writing as needed. Revise writing to improve detail and sequential order.					
<b>Technology and Publication</b>						
CC.1.4.1.U	With guidance and support, <b>use a variety of digital tools</b> to produce and publish writing including in collaboration with peers.					
<b>Conducting Research</b>						
CC.1.4.1.V	Participate in <b>individual or shared research and writing projects</b> . Gather information related to a main idea: take notes using key words and pictures from					
<b>Credibility, Reliability, and Validity of Sources</b>						
CC.1.4.1.W	With guidance and support, <b>recall information</b> from experiences or gather information from provided sources to answer a question.					
<b>Range of Writing</b>						
CC.1.4.1.X	<b>Write routinely</b> 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 discipline-specific tasks, purposes, and audiences.					
<b>Speaking and Listening</b>						
<b>1.5</b>	<b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>					
<b>Comprehension and Collaboration</b>						
CC.1.5.1.A	<b>Participate in collaborative conversations</b> with peers and adults in small and larger groups.					
CC.1.5.1.B	Confirm understanding of a text read aloud or information presented orally or through other media by <b>asking and answering questions about key details</b> and <b>requesting clarification</b> if something is not understood. Listen to a variety of types of literature (fiction and/or non-fiction)					

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CC.1.5.1.C	<b>Ask and answer questions about what a speaker says</b> in order to gather additional information or clarify something that is not understood.					
<b>Presentation of Knowledge and Ideas</b>						
CC.1.5.1.D	<b>Describe people, places, things, and events</b> with relevant details, expressing ideas and feelings clearly.					
CC.1.5.1.E	<b>Produce complete sentences</b> when appropriate to task and situation.					
<b>Integration of Knowledge and Ideas</b>						
CC.1.5.1.F	<b>Add drawings or other visual displays</b> when sharing aloud to clarify ideas, thoughts, and feelings.					
<b>Conventions of Standard English</b>						
CC.1.5.1.G	<b>Demonstrate command of the conventions of standard English when speaking</b> , based on Grade 1 level and content.					