

# Essential Standards Chart: What is it we expect students to learn?

Grade:  1st Grade  Subject:  Literacy

Standard Description	Example Rigor	Prior Skills/Vocabulary	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?
RL.1.3 I can describe characters, settings, and major events in a story using key details.		I can identify stories, characters, and events in a story.			
RL.1.7 I can use illustrations and details in a story to describe its characters, setting, and events.		I can recognize illustrations, setting, characters in a story.			
RL.1.9 I can compare and contrast the adventures of characters in stories.		I can identify characters in a story.			
RI.1.1 I can ask and answer questions about key details in a text.		I can ask questions after I hear a story.			
RI.1.5 I can use text features to locate key facts in a text.		I can recognize facts features in a text.			
RI.1.7		I can use illustrations to			

# Essential Standards Chart: What is it we expect students to learn?

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Description	Example Rigor	Prerequisite Skills	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?

I can use illustrations and details in a text to describe its key ideas.		retell a story.			
RI.1.9 I can identify basic similarities and differences between two texts on the same topic.		I can similar identify topics in different texts.			
RI.1.10 With prompting and support, I can read informational 1st grade texts.		I can read appropriate kindergarten texts.			
RF.1.1A I can recognize the distinguishing features of a sentence (capital letter, punctuation)		I can form a sentence.			
RF.1.2.A RF.1.2.A I can distinguish long from		I can recognize short vowels sounds, using student friendly words.			

# Essential Standards Chart: What is it we expect students to learn?

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Description	Example Rigor	Prerequisite Skills	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?

short vowels in spoken one-syllable words.					
RF.1.2.C I can isolate and produce initial, medial vowel, and finals sounds in spoken one-syllable words.		I can produce initial vowel sounds in spoken words.			
RF.1.3 I know and can apply grade-level phonics and word analysis skills in decoding words.		I can apply kindergarten phonics to decode words.			
RF.1.3.B I know the letter-sound correspondences for silent letters and vowel teams.		I know the letter sounds for short vowels.			
RF.1.4 I can read grade level texts with sufficient accuracy and <b>fluency</b> to support comprehension.		I can read grade level texts fluently.			
W.1.1		I can write opinion			

# Essential Standards Chart: What is it we expect students to learn?

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Description	Example Rigor	Prerequisite Skills	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?

I can write opinion pieces where I introduce the topic, state an opinion, supply a reason, and provide a sense of closure.		pieces with a reason to support my opinion.			
W.1.2 I can write informative/explanatory texts in which I name the topic, supply facts, and provide a sense of closure.					
W.1.3 I can write narratives where I recount two or more sequenced events, include details, use temporal words, and provide a sense of closure.					
W.1.6&7 With guidance and support from adults, I can use digital tools and participate in shared research writing projects including How To's.					

# Essential Standards Chart: What is it we expect students to learn?

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Description	Example Rigor	Prerequisite Skills	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?

SL.1.1 I can participate in collaborative conversations/discussions about 1st grade topics with peers and adults.					
SL.1.6 I can produce complete sentences when appropriate to task and situation.					
L.1.2.A&B I can capitalize the first word in sentences, the pronoun I, dates, names of people and use end punctuation.					
L.1.2D I can use conventional spelling for words with common spelling patterns, drawing on phonemic awareness and spelling patterns.					

# Essential Standards Chart: What is it we expect students to learn?

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Standard Description	Example Rigor	Prerequisite Skills	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?