

Dept. of Education and  
Early Development



# **ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 1**

Adapted with permission from the Kentucky Department of Education, Frankfort, Kentucky 40601.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.1 Ask and answer questions about a literary text using key details from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details of a text.  Ask questions about key details in a text.  Answer questions about key details in a text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.2
	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details of a story and the central message/lesson of the story.  Retell story, including key details.	Apply understanding of the central message or lesson.	Orally demonstrate understanding of the central message or lesson.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.3
	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define character, setting, major events, and details.  Identify characters, setting, and major events using key details.	Describe characters, settings, and major events using key details from text.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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 meanings or tone.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.4
	Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify words and phrases in stories or poems and the various senses.  Recognize words and phrases that suggest feelings and appeal to the senses.	Identify words and phrases in stories and poems that suggest feelings and appeal to the senses.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.5 Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize characteristics of fiction and nonfiction in different forms of text.  Explain how a book that tells a story is different from a book that gives information.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.6
	Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize when the narrator is telling the story.  Identify the characters in a story and who is telling the story at various points in a text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.7
	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the story's characters, setting, and events.  Use story illustrations and details to identify character, setting, and events.	Describe characters, setting, and events using story illustrations and details.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.8
	(Not applicable to literature)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.9
	With prompting and support, compare and contrast the adventures and experiences of characters in stories.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify characters in a story.  Determine similarities and differences of adventures and experiences of characters.	Compare and contrast details from stories about adventures and experiences of characters.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	1
<b>Standard</b>	RL.1.10
	With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend in prose and poetry key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.1
	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details of an informational text.  Ask questions about the key details in an information text and an informational text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.2
	Identify the main topic or author’s purpose (e.g., to teach or tell us about ...) and retell key details of a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the main topic and key details of a text.			
Retell key details of a text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.3
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details about individuals, events, or ideas discussed in an informational text.	Describe the connections made between two individuals, events, ideas, and pieces of information in a text.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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 meanings or tone.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.4
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify unknown words and words needing clarification in a text.  Recognize that a question requires an answer.	Ask questions to determine meaning of words and phrases in a text.  Answer questions that clarify the meaning of words and phrases in a text.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.5
	Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine how to use different text features.  Identify various text features (e.g., headings, tables of content, glossaries, electronic menu, and icons).  Use various text features to locate key facts or information in a text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.6
	Distinguish between information provided by photos or other graphics and information provided by the words in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify whether information is provided in pictures, or other illustrations, or by the words in the text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.7
	Use the illustrations and details in a text to describe its key ideas.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know how to describe and identify details and key ideas.	Describe key ideas and details using illustrations in an informational text.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.8
	Identify the opinions an author states to support points in a text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the reasons an author gives to support point(s) in a text.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.9
	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify basic similarities and differences between two texts on the same topic.			

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	1
<b>Standard</b>	RI.1.10
	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand key ideas and details, craft and structure, integration of knowledge and ideas in an informational text at appropriate complexity.	Comprehend key ideas and details, craft and structure, and integration of knowledge and ideas independently in an informational text at appropriate complexity.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	1
<b>Standard</b>	RF.1.1.a
	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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize capital letters and the 3 types of ending punctuation.  Recognize that the first word of every sentence begins with a capital letter, that sentences are made up of words, and that a sentence has ending punctuation.			

# Alaska English/Language Arts Standards

## Grade 1

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	1
<b>Standard</b>	RF.1.2.a-d
	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).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize long vowel sounds, short vowel sounds, single-syllable words phonemes, and consonant blends.	Distinguish between long and short vowels in single-syllable words.  Isolate initial, medial, final sounds in single-syllable words.	Produce single-syllable words by blending sounds (phonemes) and consonant blends.  Pronounce initial, medial, and final sounds in single-syllable words.  Segment spoken single-syllable words into their complete sequence of individual sounds.	

# Alaska English/Language Arts Standards

## Grade 1

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	1
<b>Standard</b>	<p>RF.1.3.a-g</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words;</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs;</li> <li>b. Decode regularly spelled one-syllable words;</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds;</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables;</li> <li>f. Read words with inflectional endings;</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know grade-level phonics and word analysis skills in decoding words.	Apply grade-level phonics and word analysis skills in decoding words.	Read words with inflectional endings.	
Recognize common consonant digraphs.	Distinguish between words with spelling patterns and irregularly spelled words.	Read irregularly spelled sight words appropriate to grade level.	
Know the sound produced by that consonant digraph.	Distinguish between inflectional endings and words that may		

<p>Decode regularly spelled one-syllable words.</p> <p>Know the rules for final –e and vowel teams that form long vowel sounds.</p> <p>Know that words have syllables.</p> <p>Identify that each syllable contains a vowel.</p> <p>Identify the number of syllables in printed words.</p> <p>Determine the syllable parts of a two syllable word.</p> <p>Know basic patterns to break words into syllables.</p> <p>Read two syllable words by using decoding and/or syllabication skills.</p> <p>Recognize words with inflectional endings.</p> <p>Recognize grade- appropriate irregularly spelled words.</p>	<p>contain those same letters as common inflectional endings.</p>		
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## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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 meanings or tone.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	1
<b>Standard</b>	RF.1.4.a-c 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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
To support comprehension, identify the purpose and understanding of text, identify oral reading with accuracy, appropriate rate, and expression on successive readings, identify rereading, when necessary, as a strategy when confirming or self-correcting words in text, understand how context can help to confirm or self-correct word recognition.	To support comprehension, determine the purpose for reading on-level text, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings, confirm or self-correct word recognition and understanding by using context.	To support comprehension, read on-level text fluently and accurately and reread with fluency as necessary.  Read with accuracy, appropriate rate, and expression on successive readings.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.1
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a topic or the name of a book about which to write.  Recognize and define opinion and closure.	Formulate an opinion of a book or topic and provide a reason for that opinion.  Provide a sense of closure for the opinion piece.		Write an opinion piece that introduces the topic or names the book being written about, states an opinion about the book or topic, supplies a reason for the opinion, and provides a sense of closure.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify an informative/explanatory text.  Select a topic for an informative/explanatory writing.	Determine supporting facts about a topic and appropriate closure.		Write an informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.3
	Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Choose an experience about which to write.  Identify two or more events of the experience and sequence appropriately.  Identify transitional words, details, transitions, closure, and final thoughts.	Choose relevant details that correspond to chosen event.  Reflect on identified event.  Apply appropriate transitional words in order to signal change of events in narrative.  Create relevant and elaborated details to support events of narrative.		Write a narrative that recounts two or more events and includes: supporting details, transitional words, and a sense of closure.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.4 (Begins in grade 3)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from adults, students recognize how to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults, students develop writing as needed by focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.6
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support use basic computer skills (e.g., turn on computer, log on, and use common software and basic word processing tools).	With guidance and support choose digital tools for producing and publishing writing.	With guidance and support use technology to produce and publish writing individually and with peers.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.7 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 or combine or summarize information/facts learned).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Conduct shared research using various sources and tools.  Explore the format of a variety of texts (e.g., “how to”).	Determine appropriate sources and tools to conduct shared research.  Distinguish the format of a variety of texts.  Participate in shared research and writing projects.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.8
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify experience and source.	<p>Gather information from more than one source to answer a question.</p> <p>With guidance and support answer questions using information from experience and answer questions using information from a provided source.</p>		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.9 (Begins in grade 4)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	W.1.10 (Begins in grade 3)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.1.a-c
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; <ul style="list-style-type: none"> <li>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);</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges;</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify ideas from first grade topics and texts, agreed-upon rules for discussion, how others listen, how others ask questions on topic, and how others move conversations along.	Decide comments and questions appropriate to the topic of discussion.  Observe if agreed-upon discussion rules are being followed.	Participate in conversations about grade 1 topics and texts.  Follow agreed-upon rules for discussion.  Listen while others are speaking.  Respond to comments to continue conversations with peers and adults.	

		Ask questions to better understand topic and texts.	
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## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.2
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Ask questions about key details from a text read aloud, information presented orally, and through other media.	Ask questions based on key ideas from a text read aloud, information presented orally, and through other media.	Ask questions and answer questions about key details read aloud, presented orally, or through other media.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.3
	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify questions and answers.  Recognize that asking and answering questions is a strategy for getting more information from a speaker and clarifying something about what a speaker says that is not understood.	Determine when additional information/clarification about what a speaker says is needed.  Formulate questions and answers in order to gather information and clarify what is not understood about what a speaker says.	Ask and answer questions about what a speaker says in order to gather additional information.  Ask and answer questions about what a speaker says in order to clarify something that is not understood.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.4
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify people, places, things, events, ideas, details, and feelings.	Determine relevant details that describe people, places, things, and events.	Orally perform a clear presentation that describes a person, a place, a thing or an event that includes relevant details and expresses ideas and feelings clearly.	

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.5
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know ideas, thoughts, and feelings.  Understand when to clarify.	Determine which ideas, thoughts, and feelings need clarification.  Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify.  Add drawings or other visual displays when appropriate to: clarify ideas, thoughts, and feelings.		

## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	SL.1.6
	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Determine which ideas, thoughts, and feelings need clarification.</p> <p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify.</p> <p>Add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.</p>	Differentiate when situation calls for speaking in complete sentences.	Speak using complete sentences when appropriate to task and situation.	

# Alaska English/Language Arts Standards

## Grade 1

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	<p>L.1.1.a-j</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters;</li> <li>b. Use common, proper, and possessive nouns;</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>);</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I me, my; they, them, their, anyone, everything</i>);</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>);</li> <li>f. Use frequently occurring adjectives;</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>);</li> <li>h. Use determiners (e.g., articles, demonstratives);</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>);</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize common, proper, and possessive nouns.  Recognize that nouns and verbs match in sentences.	Demonstrate command of the conventions of standard English grammar and usage when writing to expand complete simple, compound, declarative, interrogative, imperative, and	Demonstrate command of the conventions of standard English grammar and usage when speaking.  Use common, proper, and	

<p>Recognize personal, possessive, and indefinite pronouns.</p> <p>Know past, present, and future verbs.</p> <p>Identify adjectives.</p> <p>Recognize conjunctions.</p> <p>Recognize determiners.</p> <p>Knows common prepositions.</p> <p>Recognize complete simple, compound, declarative, interrogative, imperative, and exclamatory sentence types.</p>	<p>exclamatory sentence types.</p>	<p>possessive nouns in speaking.</p> <p>Use singular and plural nouns with matching verbs in basic sentences.</p> <p>Use personal, possessive, and indefinite pronouns.</p> <p>Use verbs to convey a sense of past, present, and future.</p> <p>Use frequently occurring adjectives, conjunctions, determiners, and prepositions.</p> <p>Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
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## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	<p>L.1.2.a-e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people;</li> <li>b. Use end punctuation for sentences;</li> <li>c. Use commas in dates and to separate single words in a series;</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words;</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Apply correct capitalization, punctuation, and spelling when writing.</p> <p>Distinguish between dates and other word/number combinations and names of people and other words.</p> <p>Capitalize dates and names of</p>			

<p>people.</p> <p>Differentiate between the use of periods, exclamation marks and question marks.</p> <p>Use end punctuation for sentences.</p> <p>Use commas in dates and to separate single words in a series.</p> <p>Know conventional spelling of common spelling patterns.</p> <p>Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words.</p> <p>Use phonemic awareness and spelling conventions to spell untaught words phonetically.</p>			
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## Alaska English/Language Arts Standards Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	L.1.3 (Begins in grade 2)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

# Alaska English/Language Arts Standards

## Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	L.1.4.a-c
	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., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Understand that some words and phrases have multiple meanings.  Identify common affixes, root words, and inflectional forms.  Identify an array of strategies for determining meanings of unknown words and phrases.	Apply sentence level context clues, frequently occurring affixes as a clue, and frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ) to determine or clarify the meaning of an unknown word or phrase.  Choose from an array of strategies and apply them to determine the meaning or clarify unknown words.		

# Alaska English/Language Arts Standards

## Grade 1

<b>Anchor Standard</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	<p>L.1.5.a-d</p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes);</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>);</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from adults, categorize pictures/words by multiple attributes and identify real-life connections between words and their uses.	With guidance and support from adults, distinguish shades of meaning among similar verbs and distinguish adjectives differing in intensity by defining, choosing and applying them.	With guidance and support from adults act out the meanings of similar verbs.	

## Alaska English/Language Arts Standards

### Grade 1

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	1
<b>Standard</b>	L.1.6
	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>because</i> ).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Acquire words and phrases through conversations, reading, being read to, and responding to text.  Identify and use frequently occurring conjunctions to signal simple relationships.	Distinguish between words and phrases, including those that signal simple relationships, acquired through conversations, reading, being read to, and responding to text.	Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to text.	