



| Grade 1 English Language Arts  |   |
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| Louisiana Student Standards  | Louisiana Connectors (LC)   |
| <b>RL.1.1</b> Ask and answer questions about key details in a text.  | <b>LC.RL.1.1a</b> Answer questions about key details in a story (e.g., who, what, when, where, why).<br><b>LC.RL.1.1b</b> Ask questions about key details in a familiar story.  |
| <b>RL.1.2a</b> Retell stories, including key details.  | <b>LC.RL.1.2a</b> Retell a favorite text, including key details.<br><b>LC.RL.1.2b</b> Use details to tell what happened in a story.   |
| <b>RL.1.2b</b> Recognize and understand the central message or lesson.   | <b>LC.RL.1.2c</b> Retell the sequence of events in a story.   |
| <b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.   | <b>LC.RL.1.3a</b> Answer questions about the beginning, middle, and end of a story.<br><b>LC.RL.1.3b</b> Use signal words (e.g., first, next, after, before) and text details to describe events of a story.<br><b>LC.RL.1.3c</b> Identify and/or describe the characters from a story.<br><b>LC.RL.1.3d</b> Identify and/or describe a major event (e.g., problem or solution) from a story.<br><b>LC.RL.1.3e</b> Answer questions regarding key events of stories.<br><b>LC.RL.1.3f</b> Identify and/or describe a setting in a story.<br><b>LC.RL.1.3g</b> Describe feelings of characters in a story. |
| <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  | <b>LC.RL.1.4a</b> Ask questions to help determine or clarify the meaning of words in a text.<br><b>LC.RL.1.4b</b> Answer questions to help determine or clarify the meaning of words in a text.<br><b>LC.RL.1.4c</b> Ask questions to help determine or clarify the meaning of phrases in a text.<br><b>LC.RL.1.4d</b> Answer questions to help determine or clarify the meaning of phrases in a text.  |
| <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. | <b>LC.RL.1.5a</b> Read books to examine how certain genres are written.<br><b>LC.RL.1.5b</b> Identify the purpose of storybooks and informational text.   |
| <b>RL.1.6</b> Identify who is telling the story at various points in a text.   | <b>LC.RL.1.6</b> Identify who is telling the story in a text.   |



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| <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.            | <b>LC.RL.1.7a</b> Use text features to aid comprehension.<br><b>LC.RL.1.7b</b> Explain a key illustration in the story.<br><b>LC.RL.1.7c</b> Use illustrations and details in a story to describe its characters, setting, or events. |
| <b>RL.1.8</b> (Not applicable to literature) <sup>1</sup>   | <b>N/A</b>  |
| <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.                       | <b>LC.RL.1.9</b> Compare and contrast (what is the same and what is different) the experiences of characters in stories.  |
| <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.           | <b>LC.RL.1.10a</b> Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.<br><b>LC.RL.1.10b</b> Engage in group reading of stories or poems by sharing something learned or something enjoyed.   |
| <b>RI.1.1</b> Ask and answer questions about key details in a text.   | <b>LC.RI.1.1</b> Answer questions about key details in a text read, read aloud, or viewed.  |
| <b>RI.1.2</b> Identify the main topic and retell key details of a text.   | <b>LC.RI.1.2a</b> Discuss key details and main topic of a preferred text.<br><b>LC.RI.1.2b</b> Identify the main topic of an informational text.<br><b>LC.RI.1.2c</b> Retell/identify key details in an informational text.           |
| <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <b>LC.RI.1.3</b> Describe the connection between two individuals, events, or pieces of information in a text.   |
| <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   | <b>LC.RI.1.4a</b> Ask questions to help determine or clarify the meaning of words in a text.<br><b>LC.RI.1.4b</b> Answer questions to help determine or clarify the meaning of words in a text.                                       |

<sup>1</sup> Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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|   | <p><b>LC.RI.1.4c</b> Ask questions to help determine or clarify the meaning of phrases in a text.</p> <p><b>LC.RI.1.4d</b> Answer questions to help determine or clarify the meaning of phrases in a text.</p>   |
| <p><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.</p>                                       | <p><b>LC.RI.1.5a</b> Identify text features to aid comprehension.</p> <p><b>LC.RI.1.5b</b> Use text features to aid comprehension.</p> <p><b>LC.RI.1.5c</b> Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</p>   |
| <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>   | <p><b>LC.RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>   |
| <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>   | <p><b>LC.RI.1.7</b> Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.</p>   |
| <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p>  | <p><b>LC.RI.1.8</b> Identify the facts and details an author gives to support points in a text.</p>  |
| <p><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).</p>  | <p><b>LC.RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  |
| <p><b>RI.1.10</b> With prompting and support read informational texts appropriately complex for grade 1.</p>  | <p><b>LC.RI.1.10a</b> Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).</p> <p><b>LC.RI.1.10b</b> Engage in group reading of informational text by sharing something learned or something enjoyed.</p>                        |
| <p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> | <p><b>LC.RF.1.1a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>LC.RF.1.1b</b> During shared reading activities, point to text from top to bottom of page, left to right, or to match a spoken (i.e., orally read) word to a written word in various types of text.</p> |



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|  | <p><b>LC.RF.1.1c</b> Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p><b>LC.RF.1.1d</b> Recognize that words are separated by spaces in print.</p> <p><b>LC.RF.1.1e</b> Identify or name uppercase letters of the alphabet.</p> <p><b>LC.RF.1.1f</b> Identify or name lowercase letters of the alphabet.</p>   |
| <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>  | <p><b>LC.RF.1.2a</b> Recognize rhyming words.</p> <p><b>LC.RF.1.2b</b> Produce rhyming words.</p> <p><b>LC.RF.1.2c</b> Identify long or short vowel sounds in spoken single-syllable words.</p> <p><b>LC.RF.1.2d</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>LC.RF.1.2e</b> Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</p> <p><b>LC.RF.1.2f</b> Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</p> <p><b>LC.RF.1.2g</b> Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</p> <p><b>LC.RF.1.2h</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>   |
| <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol> | <p><b>LC.RF.1.3a</b> Recognize the sound(s) for each consonant.</p> <p><b>LC.RF.1.3b</b> Produce the sound(s) for each consonant.</p> <p><b>LC.RF.1.3c</b> Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when spoken).</p> <p><b>LC.RF.1.3d</b> Decode regularly spelled CVC words.</p> <p><b>LC.RF.1.3e</b> Recognize silent "e" as the reason the vowel sound is a long vowel sound in a word.</p> <p><b>LC.RF.1.3f</b> Read common first grade high frequency words by sight.</p> <p><b>LC.RF.1.3g</b> Read or identify frequently occurring words with inflectional endings.</p> <p><b>LC.RF.1.3h</b> Recognize grade-appropriate irregularly spelled words.</p> <p><b>LC.RF.1.3i</b> Identify the sound that differs between two similarly spelled words.</p> |



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| <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> | <p><b>LC.RF.1.4a</b> Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p><b>LC.RF.1.4b</b> Identify grade-level words with accuracy and appropriate rate on successive attempts.</p> <p><b>LC.RF.1.4c</b> Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p>                                     |
| <p><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.</p>   | <p><b>LC.W.1.1a</b> Produce an opinion statement about a topic or book of interest and provide accurate information as a reason.</p> <p><b>LC.W.1.1b</b> Organize an opinion piece starting with an opinion statement followed by a reason.</p> <p><b>LC.W.1.1c</b> Use a description of or detail about familiar people, places, things, and events to support an opinion.</p> <p><b>LC.W.1.1d</b> Create an opinion piece that provides a sense of closure.</p>             |
| <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.</p>   | <p><b>LC.W.1.2a</b> Produce a simple statement that names a topic and supplies some facts about the topic.</p> <p><b>LC.W.1.2b</b> When creating informative/explanatory permanent products, represent facts and descriptions through the use of illustrations and captions.</p> <p><b>LC.W.1.2c</b> Provide a sense of closure to an informative/explanatory permanent product.</p>  |
| <p><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.</p>   | <p><b>LC.W.1.3a</b> Provide a title that tells the central idea or focus.</p> <p><b>LC.W.1.3b</b> Describe a single event or a series of events that includes details about what happened.</p> <p><b>LC.W.1.3c</b> Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., <i>first</i>, <i>then</i>, <i>next</i>).</p> <p><b>LC.W.1.3d</b> Create a narrative permanent product that provides a sense of closure.</p> |
| <p><b>W.1.4</b> Begins in grade 3.</p>  |   |



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| <p><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.</p>  | <p><b>LC.W.1.5</b> With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail, reorder events).</p>   |
| <p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>  | <p><b>LC.W.1.6</b> With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish permanent products, including collaborating with peers.</p>  |
| <p><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).</p>   | <p><b>LC.W.1.7a</b> Participate in shared research and writing projects (e.g., drawings, visual displays, labels).<br/><b>LC.W.1.7b</b> Generate ideas and or opinions when participating in shared writing projects.</p>  |
| <p><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.</p>  | <p><b>LC.W.1.8a</b> With guidance and support from adults, recall information from experiences to answer a question.<br/><b>LC.W.1.8b</b> Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer questions (e.g., “How do we find out?”).<br/><b>LC.W.1.8c</b> Use illustrations and details in a text to obtain facts and compose information on a topic.<br/><b>LC.W.1.8d</b> With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.</p> |
| <p><b>W.1.9</b> Begins in grade 4.</p>  |  |
| <p><b>W.1.10</b> Begins in grade 3.</p>   |  |
| <p><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.<br/>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).</p> | <p><b>LC.SL.1.1a</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).<br/><b>LC.SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>  |



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| <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p><b>LC.SL.1.1c</b> Ask questions to clear up any confusion about the topics or texts under discussion.</p> <p><b>LC.SL.1.1d</b> Engage in small or large group discussions by sharing one's own permanent product.</p>   |
| <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>  | <p><b>LC.SL.1.2a</b> Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</p> <p><b>LC.SL.1.2b</b> Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</p> <p><b>LC.SL.1.2c</b> Ask questions about key details in a familiar story.</p>  |
| <p><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.</p>  | <p><b>LC.SL.1.3</b> Ask questions about information presented orally in order to clarify something that is not understood.</p>   |
| <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>  | <p><b>LC.SL.1.4a</b> Retell a favorite text, including key details.</p> <p><b>LC.SL.1.4b</b> Describe people, places, things, and a single event or series of events with relevant details.</p> <p><b>LC.SL.1.4c</b> Describe factual information and ideas about familiar people, places, things, and events.</p> <p><b>LC.SL.1.4d</b> Describe subtopics of larger topics about familiar people, places, things, and events.</p> |
| <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>   | <p><b>LC.SL.1.5</b> Use drawings or visual displays to add detail to permanent products.</p>   |
| <p><b>SL.1.6</b> Produce complete sentences when appropriate to task, audience, and situation.</p>  | <p><b>LC.SL.1.6b</b> Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.</p>  |
| <p><b>L.1.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Legibly print all upper- and lowercase letters.</p>                                | <p><b>LC.L.1.1a</b> Produce upper- and lowercase letters.</p> <p><b>LC.L.1.1b</b> Use singular and plural nouns with matching verbs in basic sentences.</p>  |



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| <ul style="list-style-type: none"> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., “He hops”; “We hop.”).</li> <li>d. Use personal and possessive pronouns (e.g., <i>I, me, my, they, them, their</i>).</li> <li>e. 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).</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> | <p><b>LC.L.1.1c</b> Use frequently occurring nouns when communicating.</p> <p><b>LC.L.1.1d</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) when communicating.</p> <p><b>LC.L.1.1e</b> Use verbs to convey a sense of past present or future when communicating.</p> <p><b>LC.L.1.1f</b> Use frequently occurring adjectives when communicating.</p> <p><b>LC.L.1.1g</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) when communicating.</p> <p><b>LC.L.1.1h</b> Use frequently occurring prepositions (e.g., <i>on, in</i>) when communicating.</p> <p><b>LC.L.1.1i</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> |
| <p><b>L.1.2</b> 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>   | <p><b>LC.L.1.2a</b> Capitalize the first word in sentence, the pronoun “I”, dates, and names of people.</p> <p><b>LC.L.1.2b</b> Use end punctuation for sentences.</p> <p><b>LC.L.1.2c</b> Produce a letter or letters for consonant and vowel sounds (phonemes).</p>   |
| <p><b>L.1.3</b> Begins in grade 2.</p>  |   |
| <p><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.</p>   | <p><b>LC.L.1.4a</b> Use context within a sentence as a clue to the meaning of a word or phrase.</p>   |





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| <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>   | <p><b>LC.L.1.4b</b> Use frequently occurring affixes as a clue to the meaning of the word.</p>  |
| <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>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.</li> </ul> | <p><b>LC.L.1.5a</b> With guidance and support from adults, identify the category for a given word (e.g., a duck is a bird).</p> <p><b>LC.L.1.5b</b> With guidance and support from adults, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p><b>LC.L.1.5c</b> With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p><b>LC.L.1.5d</b> With guidance and support from adults, use newly acquired words in real-life context.</p> |
| <p><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., <i>because</i>).</p>   | <p><b>LC.L.1.6a</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p><b>LC.L.1.6b</b> Use frequently occurring conjunctions to signal simple relationships.</p>  |