OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

Grade 1 Crosswalk

How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Reading Foundational Skills			
Print Concepts	1.RF.1	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.
Print Concepts	1.RF.1a	*Recognize the distinguishing features of a sentence.*	**Recognize the distinguishing features of a sentence ~~(e.g., first word, capitalization, ending punctuation)~~.**
Phonological Awareness	1.RF.2	*Demonstrate understanding of spoken words, syllables and <u>phonemes</u>.*	**Demonstrate understanding of spoken words, syllables, and ~~sounds~~ (phonemes).**
Phonological Awareness	1.RF.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguish long from short vowel sounds in spoken single-syllable words.
Phonological Awareness	1.RF.2b	*Orally produce single-syllable words by blending <u>phonemes</u>, including consonant blends.*	**Orally produce single-syllable words by blending ~~sounds~~ (phonemes), including consonant blends.**
Phonological Awareness	1.RF.2c	*Isolate and pronounce the initial, medial vowel, and final <u>phonemes</u> in spoken single-syllable words.*	**Isolate and pronounce the initial, medial vowel, and final ~~sounds~~ (phonemes) in spoken single-syllable words.**

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Phonological Awareness	1.RF.2d	*Segment spoken single-syllable words, including words with initial and ending blends, into their complete sequence of individual <u>phonemes</u>.*	**Segment spoken single-syllable words into their complete sequence of individual ~~sounds~~ (phonemes~~)~~.**
Phonological Awareness	*1.RF.2e*	<u>*Add, substitute, and delete syllables in compound two- and three-syllable words.*</u>	
_	<u>*1.RF.2f*</u>	<u>*Substitute and delete parts of blends in the initial position in one-syllable words.*</u>	
Phonics and Word Recognition	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
Phonics and Word Recognition	1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.	Know the spelling-sound correspondences for common consonant digraphs.
Phonics and Word Recognition	1.RF.3b	Decode regularly spelled one-syllable words.	Decode regularly spelled one-syllable words.

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Phonics and Word Recognition	1.RF.3c	Know final –*e* and common vowel team conventions for representing long vowel sounds.	Know final –e and common vowel team conventions for representing long vowel sounds.
Phonics and Word Recognition	1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
Phonics and Word Recognition	1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	Decode two-syllable words following basic patterns by breaking the words into syllables.
Phonics and Word Recognition	1.RF.3f	Read words with inflectional endings.	Read words with inflectional endings.
Phonics and Word Recognition	1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.	Recognize and read grade-appropriate irregularly spelled words.
Fluency	1.RF.4	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

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Fluency	1.RF.4a	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.
Fluency	1.RF.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Fluency	1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading Literature			
Key Ideas and Details	1.RL.1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
Key Ideas and Details	1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Key Ideas and Details	1.RL.3	Describe characters, settings, and major events in a story, using key details.	Describe characters, settings, and major events in a story, using key details.

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Craft and Structure	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Craft and Structure	1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Craft and Structure	1.RL.6	Identify who is telling the story at various points in a text.	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	Use illustrations and details in a story to describe its characters, setting, or events.
Integration of Knowledge and Ideas	1.RL.8	(Not applicable to literature)	(Not applicable to literature)
Integration of Knowledge and Ideas	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast the adventures and experiences of characters in stories.

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Range of Reading and Level of Text Complexity	1.RL.10	With prompting and support, read and understand prose and poetry of appropriate complexity for grade 1.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading Informational Text			
Key Ideas and Details	1.RI.1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
Key Ideas and Details	1.RI.2	Identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.
Key Ideas and Details	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Craft and Structure	1.RI.5	***Know and use various text features to locate key facts or information in a text.***	**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.**

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Craft and Structure	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	1.RI.7	Use the illustrations and details in a text to describe its key ideas.	Use the illustrations and details in a text to describe its key ideas.
Integration of Knowledge and Ideas	1.RI.8	Identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.
Integration of Knowledge and Ideas	1.RI.9	*Identify basic similarities in and differences between two texts on the same topic.*	**Identify basic similarities in and differences between two texts on the same topic** ~~(e.g., in illustrations, descriptions, or procedures)~~**.**
Range of Reading and Level of Text Complexity	1.RI.10	*With prompting and support, read <u>and understand</u> informational texts appropriately complex for grade 1.*	**With prompting and support, read informational texts appropriately complex for grade 1.**

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		Writing	
Text Types and Purposes	1.W.1	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.	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.
Text Types and Purposes	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Text Types and Purposes	1.W.3	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.	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.
Production and Distribution of Writing	1.W.4	(Begins in grade 3)	(Begins in grade 3)
Production and Distribution of Writing	1.W.5	***With guidance and support, 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~~, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**
Production and Distribution of Writing	1.W.6	***With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.***	**With guidance and support ~~from adults~~, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

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Research to Build and Present Knowledge	1.W.7	***With guidance and support,** participate in shared research and writing projects.*	**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)~~.**
Research to Build and Present Knowledge	1.W.8	***With guidance and support, recall information from experiences or gather information from provided sources to answer a question.***	**With guidance and support ~~from adults~~, recall information from experiences or gather information from provided sources to answer a question.**
Research to Build and Present Knowledge	1.W.9	(Begins in grade 4)	(Begins in grade 4)
Range of Writing	1.W.10	(Begins in grade 3)	(Begins in grade 3)
Language			
Conventions of Standard English	1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	1.L.1a	Print all upper- and lowercase letters.	Print many upper- and lowercase letters.

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Conventions of Standard English	1.L.1b	Use common, proper, and possessive nouns.	Use common, proper, and possessive nouns.
Conventions of Standard English	1.L.1c	*Use singular and plural nouns with matching verbs in basic sentences.*	**Use singular and plural nouns with matching verbs in basic sentences ~~(e.g., He hops; We hop)~~.**
Conventions of Standard English	1.L.1d	*Use personal, possessive, and indefinite pronouns.*	**Use personal, possessive, and indefinite pronouns ~~(e.g., I, me, my; they, them, their; anyone, everything)~~.**
Conventions of Standard English	1.L.1e	*Use verbs to convey a sense of past, present, and future.*	**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)~~.**
Conventions of Standard English	1.L.1f	Use frequently occurring adjectives.	Use frequently occurring adjectives.
Conventions of Standard English	1.L.1g	*Use frequently occurring conjunctions.*	**Use frequently occurring conjunctions ~~(e.g., and, but, or, so, because)~~.**

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Conventions of Standard English	1.L.1h	*Use determiners.*	**Use determiners ~~(e.g., articles, demonstratives)~~.**
Conventions of Standard English	1.L.1i	*Use frequently occurring prepositions.*	**Use frequently occurring prepositions ~~(e.g., during, beyond, toward)~~.**
Conventions of Standard English	1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Conventions of Standard English	1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	1.L.2a	Capitalize dates and names of people.	Capitalize dates and names of people.
Conventions of Standard English	1.L.2b	Use end punctuation for sentences.	Use end punctuation for sentences.

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Conventions of Standard English	1.L.2c	Use commas in dates and to separate single words in a series.	Use commas in dates and to separate single words in a series.
Conventions of Standard English	1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Conventions of Standard English	1.L.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Knowledge of Language	1.L.3	(Begins in grade 2)	(Begins in grade 2)
Vocabulary Acquisition and Use	1.L.4	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.	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.
Vocabulary Acquisition and Use	1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word or phrase.

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Vocabulary Acquisition and Use	1.L.4b	Use frequently occurring affixes as a clue to the meaning of a word.	Use frequently occurring affixes as a clue to the meaning of a word.
Vocabulary Acquisition and Use	1.L.4c	*Identify frequently occurring root words and their inflectional forms.*	**Identify frequently occurring root words ~~(e.g., look)~~ and their inflectional forms ~~(e.g., looks, looked, looking)~~.**
Vocabulary Acquisition and Use	1.L.5	*With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.*	**With guidance and support ~~from adults~~, demonstrate understanding of word relationships and nuances in word meanings.**
Vocabulary Acquisition and Use	1.L.5a	*Sort words into categories to gain a sense of the concepts the categories represent.*	**Sort words into categories ~~(e.g., colors, clothing)~~ to gain a sense of the concepts the categories represent.**
Vocabulary Acquisition and Use	1.L.5b	*Define words by category and by one or more key attributes.*	**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)~~.**
Vocabulary Acquisition and Use	1.L.5c	*Identify real-life connections between words and their use.*	**Identify real-life connections between words and their use ~~(e.g., note places at home that are cozy)~~.**

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Vocabulary Acquisition and Use	1.L.5d	*Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.*	**Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.**
Vocabulary Acquisition and Use	1.L.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.*	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).**
Speaking and Listening			
Comprehension and Collaboration	1.SL.1	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
Comprehension and Collaboration	1.SL.1a	*Follow agreed-upon rules for discussions.*	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**
Comprehension and Collaboration	1.SL.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Comprehension and Collaboration	1.SL.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	Ask questions to clear up any confusion about the topics and texts under discussion.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Comprehension and Collaboration	1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Comprehension and Collaboration	1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Presentation of Knowledge and Ideas	1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Presentation of Knowledge and Ideas	1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)