

Standard Course of Study Alignment

English (2017)



DISCOVER

Legend

•	The standard is clearly addressed by program activities.
-	This standard potentially could be addressed as part of FIRST® LEGO® League Discover either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

Kindergarten

Cluster	Indicator Statement	Addressed
Reading Standards for Literature	Key Ideas and Evidence RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	
	Craft and Structure RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. RL.K.5 Recognize common types of texts. RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.	
	Integration of Ideas and Analysis RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story. RL.K.8 Not applicable to literature. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
	Range of Reading and Level of Complexity RL.K.10 Actively engage in group reading activities with purpose and understanding.	
Reading Standards for Informational Text	Key Ideas and Evidence RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	-
	Craft and Structure RI.K.4 With prompting and support, ask and answer questions about words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	-
	Integration of Ideas and Analysis RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information. RI.K.8 Begins in grade 1. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.	-
	Range of Reading and Level of Complexity RI.K.10 Actively engage in group reading activities with purpose and understanding.	-

Reading Standards for Foundational Skills	<p>Print Concepts</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	-
	<p>Handwriting</p> <p>RF.K.2 Print upper- and lowercase letters.</p>	-
	<p>Phonological Awareness</p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	
	<p>Phonics and Word Recognition</p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	-
	<p>Fluency</p> <p>RF.K.5 Read emergent-reader texts with purpose and understanding.</p>	-
Writing Standards	<p>Text Types, Purposes, and Publishing</p> <p>WK1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <p>WK2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <p>WK3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <p>WK4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</p>	-
	<p>Research</p> <p>WK5 Participate in shared investigation of grade appropriate topics and writing projects.</p> <p>WK6 With guidance and support from adults, recall information from experiences or gather</p>	-

	information from provided sources to answer a question.	
Speaking and Listening Standards	<p>Collaboration and Communication</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	•
	<p>Presentation of Knowledge and Ideas</p> <p>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	•
Language Standards	<p>Conventions of Standard English</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	-
	<p>Knowledge of Language</p> <p>L.K.3 (Begins in grade 2)</p>	
	<p>Vocabulary Acquisition and Use</p> <p>L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.</p> <p>L.K.5 With guidance and support from adults, explore nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <p>L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.</p>	•

Grade 1

Cluster	Indicator Statement	Addressed
Reading Standards for Literature	<p>Key Ideas and Evidence</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	
	<p>Craft and Structure</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p>	
	<p>Integration of Ideas and Analysis</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8 Not applicable to literature.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	

	<p>Range of Reading and Level of Complexity</p> <p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p>	
<p>Reading Standards for Informational Text</p>	<p>Key Ideas and Evidence</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	-
	<p>Craft and Structure</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	-
	<p>Integration of Ideas and Analysis</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>	-
	<p>Range of Reading and Level of Complexity</p> <p>RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p>	-
<p>Reading Standards for Foundational Skills</p>	<p>Print Concepts</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize and use capitalization and ending punctuation.</p>	-
	<p>Handwriting</p> <p>RF.1.2 Print all upper- and lowercase letters legibly.</p>	-
	<p>Phonological Awareness</p> <p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	-
	<p>Phonics and Word Recognition</p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	-
	<p>Fluency</p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	-

	<ul style="list-style-type: none"> 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. 	
Writing Standards	<p>Text Types, Purposes, and Publishing</p> <p>W.11 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 closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 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>W.12 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 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>W.13 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. 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>W.14 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>	-
	<p>Research</p> <p>W.15 Participate in shared research and writing projects.</p> <p>W.16 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	-
Speaking and Listening Standards	<p>Collaboration and Communication</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	•
	<p>Presentation of Knowledge and Ideas</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	•
Language Standard	<p>Conventions of Standard English</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8)</p>	-

<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11)</p>	
<p>Knowledge of Language L.1.3 (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use L.1.4 Determine and/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: context clues, word parts and word relationships. L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. 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. L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>	<p>•</p>