

Common Core State Standards Alignment

English Language Arts



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	Indicator Statement	Addressed
Reading: Literature	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.	-
	RL.K.4	Ask and answer questions about unknown words in a text	-
	RL.K.5	Recognize common types of texts (e.g. storybooks, poems).	-
	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each on telling a story.	-
	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	-
	RL.K.8	(not applicable to literature)	n/a
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-
	RL.K.10	Actively engage in group reading activities with purpose and understanding.	-
Reading: Informational Text	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.	-
	RI.K.4	With prompting and support, ask and answer questions about unknown words in text.	-
	RI.K.5	Identify the front cover, back cover, and title page of a book.	-
	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-
	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-
	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	-
	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-
	RI.K.10	Actively engage in group reading activities with purpose and understanding.	-
Reading: Foundational Skills	RF.K.1	Demonstrate understanding of the organization and basic features of print.	•
	RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	•
	RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	•
	RF.K.1.C	Understand that words are separated by spaces in print.	•
	RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	-
	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-
	RF.K.2.A	Recognize and produce rhyming words.	-
	RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	-
	RF.K.2.C	Blend and segment onsets and rimes of single syllable spoken words.	-
	RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	-

	RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.K.3.A	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	-
	RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	-
	RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-
	RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-
	RF.K.4	Read emergent reader texts with purpose and understanding.	-
Writing	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	-
	W.K.2	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.	-
	W.K.3	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 provide a reaction to what happened.	-
	W.K.4	(begins in grade 3)	n/a
	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●
	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	-
	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●
	W.K.9	(begins in grade 4)	n/a
	W.K.10	(begins in grade 3)	n/a
Speaking & Listening	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	●
	SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●
	SL.K.1.B	Continue a conversation through multiple exchanges.	●
	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.	●
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●
	SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.	●
	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	●
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	
Language	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.K.1.A	Print many upper- and lowercase letters.	-
	L.K.1.B	Use frequently occurring nouns and verbs.	-
	L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	-
	L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	-
	L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	-
	L.K.1.F	Produce and expand complete sentences in shared language activities.	-
	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.K.2.A	Capitalize the first word in a sentence and the pronoun I.	-
L.K.2.B	Recognize and name end punctuation.	-	

	L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	-
	L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-
	L.K.3	This standard is not addressed at the kindergarten level.	n/a
	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-
	L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	-
	L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	-
	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	-
	L.K.5.A	Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	-
	L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-
	L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-
	L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-
	L.K.6	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	-

Grade 1

Cluster	Indicator	Indicator Statement	Addressed
Reading: Literature	RL.1.1	Ask and answer questions about key details in a text.	-
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-
	RL.1.3	Describe characters, settings, and major events in a story, using key details.	-
	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-
	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-
	RL.1.6	Identify who is telling the story at various points in a text.	-
	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-
	RL.1.8	(not applicable to literature)	n/a
	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-
	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	-
Reading: Informational Text	RI.1.1	Ask and answer questions about key details in a text.	-
	RI.1.2	Identify the main topic and retell key details of a text.	-
	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-
	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	-
	RI.1.5	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.	-
	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-
	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	-
	RI.1.8	Identify the reasons an author gives to support points in a text.	-
	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-
	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	-
Reading: Foundational Skills	RF.1.1	Demonstrate understanding of the organization and basic features of print.	-
	RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-
	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-
	RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	-
	RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	-

	RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-
	RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	-
	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	-
	RF.1.3.B	Decode regularly spelled one-syllable words.	-
	RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	-
	RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-
	RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.	-
	RF.1.3.F	Read words with inflectional endings.	-
	RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.	-
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	-
	RF.1.4.A	Read grade-level text with purpose and understanding.	-
	RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	-
	RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-
Writing	W.1.1	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.	-
	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.	-
	W.1.3	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.	-
	W.1.4	(begins in grade 3)	n/a
	W.1.5	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.	•
	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	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).	-
	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	•
	W.1.9	(begins in grade 4)	n/a
	W.1.10	(begins in grade 3)	n/a
Speaking & Listening	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.	•
	SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	•
	SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	•
	SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.	•
	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•
	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.	•
	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•
	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•
	SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	-
L.1.1	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.1.1.A	Print all upper- and lowercase letters.	-
	L.1.1.B	Use common, proper, and possessive nouns.	-

Language	L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	-
	L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	-
	L.1.1.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>).	-
	L.1.1.F	Use frequently occurring adjectives.	-
	L.1.1.G	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	-
	L.1.1.H	Use determiners (e.g., <i>articles, demonstratives</i>).	-
	L.1.1.I	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	-
	L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	-
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.1.2.A	Capitalize dates and names of people.	-
	L.1.2.B	Use end punctuation for sentences.	-
	L.1.2.C	Use commas in dates and to separate single words in a series.	-
	L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	-
	L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	-
	L.1.3	This standard is not addressed at this grade level.	n/a
	L.1.4	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.	-
	L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	-
	L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.	-
	L.1.4.C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	-
	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-
	L.1.5.A	Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.	-
	L.1.5.B	Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	-
	L.1.5.C	Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>).	-
	L.1.5.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.	-
	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>).	-