

Washington English Language Arts

1st Grade

Reading

Reading1st. Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading, read alouds, and independent reading in the context of grade-level content to understand themselves, others, and the world. WA.ELA-

LITERACY.READING1ST

Print Environment and Foundational Skills

- 1 Students interact with and explore texts in a language-rich environment. WA.ELA-LITERACY.R1ST.1
 - a Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R1ST.1.A
 - b Spend time reading, holding, looking at, and/or listening to texts. WA.ELA-LITERACY.R1ST.1.B
 - c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. WA.ELA-LITERACY.R1ST.1.C
- 2 Students know and apply the basic features of print and how it is organized. WA.ELA-LITERACY.R1ST.2
 - a Distinguish drawings from letters and words in a print-rich environment. WA.ELA-LITERACY.R1ST.2.A
 - b Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). WA.ELA-LITERACY.R1ST.2.B
- 3 Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness). WA.ELA-LITERACY.R1ST.3
 - a Recognize, separate, blend, and count the syllables in spoken words. WA.ELA-LITERACY.R1ST.3.A
 - b Recognize, isolate, blend, and count initial, medial, and final sounds in spoken single-syllable words. WA.ELA-LITERACY.R1ST.3.B
 - c Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. WA.ELA-LITERACY.R1ST.3.C
 - d Add, delete, or substitute individual sounds (phonemes) in simple words to form new words. WA.ELA-LITERACY.R1ST.3.D
 - e Parse individual words within spoken phrases and sentences. WA.ELA-LITERACY.R1ST.3.E
- 4 Students decode words with accuracy and fluency using grade-level word analysis skills. WA.ELA-LITERACY.R1ST.4

- a Know the spelling-sound correspondences for common consonant digraphs. [WA.ELA-LITERACY.R1ST.4.A](#)
- b Decode regularly spelled one-syllable words. [WA.ELA-LITERACY.R1ST.4.B](#)
- c Know the final –e and common vowel team spelling conventions for long vowel sounds. [WA.ELA-LITERACY.R1ST.4.C](#)
- d Recognize, pronounce, separate, blend, and count the syllables in printed words using the knowledge that every syllable must have a vowel sound. [WA.ELA-LITERACY.R1ST.4.D](#)
- e Decode two-syllable words that follow basic patterns by breaking words into syllables. [WA.ELA-LITERACY.R1ST.4.E](#)
- f Read words with inflectional endings. [WA.ELA-LITERACY.R1ST.4.F](#)
- g Recognize and read irregularly spelled words. [WA.ELA-LITERACY.R1ST.4.G](#)
- h Read common high-frequency words by sight with increased automaticity. [WA.ELA-LITERACY.R1ST.4.H](#)
- i Read connected words in a sentence with accuracy and fluency. [WA.ELA-LITERACY.R1ST.4.I](#)

Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies. [WA.ELA-LITERACY.R1ST.5](#)
 - a Reflect on their purpose for reading. [WA.ELA-LITERACY.R1ST.5.A](#)
 - b Preview the text by noting author, illustrator, title, topic, genre, and images. [WA.ELA-LITERACY.R1ST.5.B](#)
 - c Use personal connections and content knowledge to visualize and make sense of the text. [WA.ELA-LITERACY.R1ST.5.C](#)
 - d Make predictions and check them against what is in the text. [WA.ELA-LITERACY.R1ST.5.D](#)
 - e Use a variety of strategies that encourage and maintain motivation to engage with a text. [WA.ELA-LITERACY.R1ST.5.E](#)
 - f When the flow of reading is interrupted, use a variety of strategies to re-connect. [WA.ELA-LITERACY.R1ST.5.F](#)
 - g Tell how the visual elements in a text represent and/or add to its meaning. [WA.ELA-LITERACY.R1ST.5.G](#)
 - h Ask and answer questions about key details in a text. [WA.ELA-LITERACY.R1ST.5.H](#)
 - i Describe a story's narrator, characters, setting, and major events. [WA.ELA-LITERACY.R1ST.5.I](#)
 - j Retell familiar stories and/or say what they learned from a text, including key details. [WA.ELA-LITERACY.R1ST.5.J](#)

Analyzing, Evaluating and Using Texts

- 6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. **WA.ELA-LITERACY.R1ST.6**
 - a Say what the text makes them feel, think, and/or want to do. **WA.ELA-LITERACY.R1ST.6.A**
 - b Explain the impact of images and specific words on the reader's understanding. **WA.ELA-LITERACY.R1ST.6.B**
 - c Identify different text features used in two different genres and what they help the reader know or do. **WA.ELA-LITERACY.R1ST.6.C**
 - d Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic. **WA.ELA-LITERACY.R1ST.6.D**
 - 7 Students evaluate texts. **WA.ELA-LITERACY.R1ST.7**
 - a Say what they may or may not like about an image, story, or text. **WA.ELA-LITERACY.R1ST.7.A**
 - 8 Students use texts they have read for purposes relevant to them. **WA.ELA-LITERACY.R1ST.8**
 - a To better understand themselves and others, explore characters' thoughts, feelings, and motivations. **WA.ELA-LITERACY.R1ST.8.A**
 - b To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts. **WA.ELA-LITERACY.R1ST.8.B**
 - c Use information or examples from texts for discussions and projects. [See W1st.3 and SLDF1st.3.] **WA.ELA-LITERACY.R1ST.8.C**
 - d Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W1st.4b.] **WA.ELA-LITERACY.R1ST.8.D**
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Writing

Writing1st. Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres in the context of grade-level content. [WA.ELA-LITERACY.WRITING1ST](#)

Writing Purposes and Products

- 1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W1st.1 must be taken through W1st.2 – W1st.10.] [WA.ELA-LITERACY.W1ST.1](#)
- 2 Students compose multimodal texts in a variety of genres to communicate with others. [WA.ELA-LITERACY.W1ST.2](#)
 - a Describe experiences, ideas, and imaginings. [WA.ELA-LITERACY.W1ST.2.A](#)
 - b Inform others about their observations and explanations of the world. [WA.ELA-LITERACY.W1ST.2.B](#)
 - c Express their opinions and/or preferences. [WA.ELA-LITERACY.W1ST.2.C](#)
 - d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. [WA.ELA-LITERACY.W1ST.2.D](#)
 - e Tell the story of two or more events. [WA.ELA-LITERACY.W1ST.2.E](#)

Plan and Generate Ideas

- 3 Students plan and complete writing projects. [WA.ELA-LITERACY.W1ST.3](#)
 - a Connect the prompt to their interests, perspectives, and/or experiences. [WA.ELA-LITERACY.W1ST.3.A](#)
 - b Determine the process or steps needed to complete the project. [WA.ELA-LITERACY.W1ST.3.B](#)
- 4 Students generate and gather ideas, including appropriate use of tools. [WA.ELA-LITERACY.W1ST.4](#)
 - a Identify topics and ideas from experience, imagination, reading, media, conversations, products from W1st.1, and/or desire to communicate. [WA.ELA-LITERACY.W1ST.4.A](#)
 - b Determine which features and/or genre conventions to follow or adapt from mentor texts. [WA.ELA-LITERACY.W1ST.4.B](#)
 - c Answer questions about what the writer knows that the audience does not. [WA.ELA-LITERACY.W1ST.4.C](#)
 - d Choose facts from group research (see RML1st.4), images, and/or other media that illustrate and support their ideas. [WA.ELA-LITERACY.W1ST.4.D](#)

Draft and Establish Voice

- 5 Students draft content within the genre. [WA.ELA-LITERACY.W1ST.5](#)
 - a State some information about topics. [WA.ELA-LITERACY.W1ST.5.A](#)

- b** State a reason for an opinion. [WA.ELA-LITERACY.W1ST.5.B](#)
 - c** Tell events in stories in order, using details and temporal words to signal order. [WA.ELA-LITERACY.W1ST.5.C](#)
 - d** Illustrate and/or approximate some text features and/or formatting they notice in mentor texts. [WA.ELA-LITERACY.W1ST.5.D](#)
- 6** Students compose introductions and conclusions. [WA.ELA-LITERACY.W1ST.6](#)
 - a** Name topics to introduce them. [WA.ELA-LITERACY.W1ST.6.A](#)
 - b** State opinions to introduce them. [WA.ELA-LITERACY.W1ST.6.B](#)
 - c** Provide a sense of closure for stories, informational texts, and opinions. [WA.ELA-LITERACY.W1ST.6.C](#)
- 7** Students organize content using the genre's structure. [WA.ELA-LITERACY.W1ST.7](#)

Revise and Edit

- 8** Students discuss their compositions with others. [WA.ELA-LITERACY.W1ST.8](#)
 - a** Reread to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W1ST.8.A](#)
 - b** Describe what their composition means and/or represents to an adult or peer. [WA.ELA-LITERACY.W1ST.8.B](#)
 - c** Ask an adult or peer to describe their perceived meaning of the composition. [WA.ELA-LITERACY.W1ST.8.C](#)
- 9** Students revise and edit their compositions. [WA.ELA-LITERACY.W1ST.9](#)
 - a** Add or change details or words to better communicate and represent meaning. [WA.ELA-LITERACY.W1ST.9.A](#)
 - b** Edit for conventions and consistency of text features.
[Demonstrate command of Language standards K–1.] [WA.ELA-LITERACY.W1ST.9.B](#)

Share and Publish

- 10** Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences. [WA.ELA-LITERACY.W1ST.10](#)
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Speaking, Listening, and Digital Forums

SpeakingListeningDigitalForums1st. Students comprehend, engage in, and learn from collaborative discussions in the context of gradelevel content, in person and/or through teacher-moderated digital forums. WA.ELA-

LITERACY.SPEAKINGLISTENINGDIGITALFORUMS1ST

Discussion

- 1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF1ST.1
 - a Identify expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF1ST.1.A
 - b Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF1ST.1.B
 - c Ask questions about the topic and others' observations and opinions. WA.ELA-LITERACY.SLDF1ST.1.C
 - d Draw on experience, observation, and prior learning to answer questions. WA.ELA-LITERACY.SLDF1ST.1.D
 - e Restate what they heard others say to build common understanding, asking and answering questions to clarify something they didn't understand. WA.ELA-LITERACY.SLDF1ST.1.E
 - f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF1ST.1.F
 - g Identify points of agreement or disagreement. WA.ELA-LITERACY.SLDF1ST.1.G
 - h Ask questions to explore why someone else may relate or think differently. WA.ELA-LITERACY.SLDF1ST.1.H
 - i Identify opinions or understandings that have changed. WA.ELA-LITERACY.SLDF1ST.1.I

j Review memorable and/or important moments or ideas they heard. [WA.ELA-LITERACY.SLDF1ST.1.J](#)

2 Starts in 3rd. [WA.ELA-LITERACY.SLDF1ST.2](#)

Collaboration

- 3 Students collaborate on projects and tasks. [WA.ELA-LITERACY.SLDF1ST.3](#)
- a Identify expectations, roles, and timelines, changing them when needed. [WA.ELA-LITERACY.SLDF1ST.3.A](#)
 - b Connect the project to their interests, experiences, and/or community needs. [WA.ELA-LITERACY.SLDF1ST.3.B](#)
 - c Review progress and discuss what needs to happen next. [WA.ELA-LITERACY.SLDF1ST.3.C](#)

Public Speaking and Presentations

- 4 Students express experience, positions, ideas, findings, and creative work. [WA.ELA-LITERACY.SLDF1ST.4](#)
- a Identify topics from the situation, experience, imagination, reading, group research (see RML1st.4), media, conversations, and/or products from W1st.1. [WA.ELA-LITERACY.SLDF1ST.4.A](#)
 - b Develop content by considering what they want to communicate within the situation. [WA.ELA-LITERACY.SLDF1ST.4.B](#)
 - c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. [WA.ELA-LITERACY.SLDF1ST.4.C](#)

Voice

- 5 Students determine how to present themselves and their ideas. [WA.ELA-LITERACY.SLDF1ST.5](#)
- a Express voice by building on strengths and personality. [WA.ELA-LITERACY.SLDF1ST.5.A](#)
 - b Determine how to respond to others given the expectations of the

community, their role, and how they wish to express themselves and their ideas. [WA.ELA-LITERACY.SLDF1ST.5.B](#)

c Determine which language and/or languages support their purpose. [WA.ELA-LITERACY.SLDF1ST.5.C](#)

d Determine what they want or do not want to share and why. [WA.ELA-LITERACY.SLDF1ST.5.D](#)

6 Students use an audible voice, gesture, and pacing to illuminate the content. [WA.ELA-LITERACY.SLDF1ST.6](#)

Language

Language1st. Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. [WA.ELA-LITERACY.LANGUAGE1ST](#)

Knowledge of Language

- 1 Students notice when and why language is used differently at school, at home, and with peers. [WA.ELA-LITERACY.L1ST.1](#)
 - a Compare the names of objects and topics as said at school, at home, and with peers. [WA.ELA-LITERACY.L1ST.1.A](#)
 - b Identify when a word, phrase or sentence best answer a question. [WA.ELA-LITERACY.L1ST.1.B](#)
- 2 Not in 1. [WA.ELA-LITERACY.L1ST.2](#)

Structure and Function of English

- 3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and first grade content. [WA.ELA-LITERACY.L1ST.3](#)
 - a Expand simple sentences by adding information or details that clarify the message. [WA.ELA-LITERACY.L1ST.3.A](#)
 - b Use the matching verb form for singular and plural nouns in basic sentences. [WA.ELA-LITERACY.L1ST.3.B](#)
 - c Use verbs to convey a sense of past, present, and future. [WA.ELA-LITERACY.L1ST.3.C](#)
 - d Capitalize the first word in a sentence, dates, and proper nouns. [WA.ELA-LITERACY.L1ST.3.D](#)
 - e Use commas in dates and to separate single words in a series. [WA.ELA-LITERACY.L1ST.3.E](#)
 - f Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question. [WA.ELA-LITERACY.L1ST.3.F](#)
- 4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.L1ST.4](#)
 - a Determine or clarify the meaning of new and multiple-meaning words and phrases. [WA.ELA-LITERACY.L1ST.4.A](#)
 - b Use common, proper, and possessive nouns. [WA.ELA-LITERACY.L1ST.4.B](#)
 - c Use personal, possessive, and indefinite pronouns. [WA.ELA-LITERACY.L1ST.4.C](#)
 - d Understand and use high frequency adjectives, prepositions, conjunctions, and determiners. [WA.ELA-LITERACY.L1ST.4.D](#)

- e Use 's with nouns to show possession. [WA.ELA-LITERACY.L1ST.4.E](#)
 - 5 Students explore word relationships and distinguish shades of meaning in the context of first grade conversations and reading about experiences, events, and ideas. [WA.ELA-LITERACY.L1ST.5](#)
 - a Use frequently occurring root words as a clue to the meaning of an unknown word. [WA.ELA-LITERACY.L1ST.5.A](#)
 - b Use the most frequently occurring affixes as a clue to the meaning of an unknown word. [WA.ELA-LITERACY.L1ST.5.B](#)
 - c Sort and define words by category according to their use and by one or more key attributes. [WA.ELA-LITERACY.L1ST.5.C](#)
 - d Use sentence-level context as a clue to the meaning of a word or phrase. [WA.ELA-LITERACY.L1ST.5.D](#)
 - e 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. [WA.ELA-LITERACY.L1ST.5.E](#)
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**Research and Media
Literacy**

Research1st . Students ask questions, seek answers from a variety of sources, and use their learning. [WA.ELA-LITERACY.RESEARCH1ST](#)

MediaLiteracy1st. Students identify the effects, purposes, and parts of media messages and people who provide information. WA.ELA-

LITERACY.MEDIALITERACY1ST

Research and Inquiry

- 1 Students ask questions about a provided topic or things that make them curious. WA.ELA-LITERACY.RML1ST.1
- 2 Students seek answers from provided information sources. WA.ELA-LITERACY.RML1ST.2
 - a Discuss where they might find answers to their questions. WA.ELA-LITERACY.RML1ST.2.A
 - b Identify a variety of print and digital information sources and where to find them, including libraries. WA.ELA-LITERACY.RML1ST.2.B
 - c Contribute suggestions when adults use digital search tools. WA.ELA-LITERACY.RML1ST.2.C
 - d Talk with adults or peers about the topic. WA.ELA-LITERACY.RML1ST.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML1ST.3
- 4 Students use and/or share new learning. WA.ELA-LITERACY.RML1ST.4

Media Literacy and Critical Thinking

- 5 Students identify the effects of media messages. Identify how media messages make them feel. WA.ELA-LITERACY.RML1ST.5
- 6 Students identify the purposes of media messages. WA.ELA-LITERACY.RML1ST.6
 - a Identify media messages that are selling something and media messages that are just for fun. WA.ELA-LITERACY.RML1ST.6.A
- 7 Students identify characteristics of different parts of media messages. WA.ELA-LITERACY.RML1ST.7
 - a Identify facts and opinions within media messages. WA.ELA-LITERACY.RML1ST.7.A
 - b Identify what's realistic and what's pretend within media messages. WA.ELA-LITERACY.RML1ST.7.B
 - c Describe images within media messages. WA.ELA-LITERACY.RML1ST.7.C
- 8 Students identify people who provide information. WA.ELA-LITERACY.RML1ST.8
 - a Identify who decided what to include in a particular information source. WA.ELA-LITERACY.RML1ST.8.A

b Identify people who are experts on a particular topic and could provide information about it. WA.ELA-

LITERACY.RML1ST.8.B

9 Not in 1st grade WA.ELA-LITERACY.RML1ST.9