

Grade 1

Adopted 2020

Literacy Foundations

Fluency

- I. Read with sufficient accuracy and fluency to support comprehension. [ELA.1.I](#)
 - a. Read grade-level text with purpose and understanding. [ELA.1.I.A](#)
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [ELA.1.I.B](#)
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELA.1.I.C](#)
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Phonics and Word Recognition

- II. Know and apply grade-level phonics and word analysis skills in decoding words. [ELA.1.II](#)
 - a. Know the spelling-sound correspondences for common consonant digraphs. [ELA.1.II.A](#)
 - b. Decode regularly spelled one-syllable words. [ELA.1.II.B](#)
 - c. Know final -e and common vowel team conventions for representing long vowel sounds. [ELA.1.II.C](#)
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [ELA.1.II.D](#)
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables. [ELA.1.II.E](#)
 - f. Read words with inflectional endings. [ELA.1.II.F](#)
 - g. Recognize and read grade-appropriate irregularly spelled words. [ELA.1.II.G](#)
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Handwriting

- III. Print all upper- and lowercase letters using proper letter formation and directionality. [ELA.1.III](#)

Phonological Awareness

- IV. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [ELA.1.IV](#)
 - a. Distinguish long from short vowel sounds in spoken single-syllable words. [ELA.1.IV.A](#)
 - b. Orally produce single-syllable words by blending sounds, including consonant blends. [ELA.1.IV.B](#)
 - c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. [ELA.1.IV.C](#)
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds. [ELA.1.IV.D](#)

Print Concepts

- V. Demonstrate understanding of the organization and basic features of print. [ELA.1.V](#)
 - a. Recognize the distinguishing features of a sentence, including first word, capitalization, and ending punctuation. [ELA.1.V.A](#)

Reading

Key Ideas and Details

- 1. Ask and answer questions about key details in a literary text. [ELA.1.1](#)
- 2. Retell stories, including key details, and demonstrate understanding of their central idea or lesson in literary texts. [ELA.1.2](#)
- 3. Describe characters, settings, and major events in a story, using key details in literary texts. [ELA.1.3](#)
- 4. Ask and answer questions about key details in an informational text. [ELA.1.4](#)
- 5. Identify the main topic and retell key details of an informational text. [ELA.1.5](#)
- 6. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. [ELA.1.6](#)

Craft and Structure

- 7. In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [ELA.1.7](#)
- 8. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types. [ELA.1.8](#)
- 9. Identify who is telling the story at various points in a literary text. [ELA.1.9](#)
- 10. Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text. [ELA.1.10](#)
- 11. Know and use various text features to locate key facts or information in an informational text. [ELA.1.11](#)
- 12. Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text. [ELA.1.12](#)

Integration of Knowledge and Ideas

13. Use illustrations and details in a story to describe its characters, setting, or events in literary texts. [ELA.1.13](#)
 14. Compare and contrast the adventures and experiences of characters in stories in literary texts. [ELA.1.14](#)
 15. Use the illustrations and details in a text to describe its key ideas in informational texts. [ELA.1.15](#)
 16. Identify the reasons an author gives to support points in an informational text. [ELA.1.16](#)
 17. Identify basic similarities in and differences between two informational texts on the same topic. [ELA.1.17](#)
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Range of Reading and Text Complexity

18. With prompting and support, read literary texts of appropriate complexity for grade 1. [ELA.1.18](#)
 19. With prompting and support, read informational texts of appropriate complexity for grade 1. [ELA.1.19](#)
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Writing

Text Types and Purposes

20. Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. [ELA.1.20](#)
 21. Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure. [ELA.1.21](#)
 22. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure. [ELA.1.22](#)
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Production and Distribution of Writing

23. Begins in Grade 3. [ELA.1.23](#)
 24. With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed. [ELA.1.24](#)
 25. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with peers. [ELA.1.25](#)
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Research to Build and Present Knowledge

26. Participate in shared research and writing. [ELA.1.26](#)
27. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [ELA.1.27](#)
28. Begins in grade 4. [ELA.1.28](#)

Range of Writing

29. Begins in grade 3. [ELA.1.29](#)

Speaking & Listening

Comprehension and Collaboration

30. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. [ELA.1.30](#)
- a. Follow agreed-upon rules for discussions. [ELA.1.30.A](#)
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [ELA.1.30.B](#)
 - c. Ask questions to clear up any confusion about the topics and texts under discussion. [ELA.1.30.C](#)
31. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [ELA.1.31](#)
32. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [ELA.1.32](#)
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Presentation of Knowledge and Ideas

33. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [ELA.1.33](#)
34. Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings. [ELA.1.34](#)
35. Produce complete sentences when appropriate to task and situation. [ELA.1.35](#)
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Language

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELA.1.36](#)
- a. Use common, proper, and possessive nouns. [ELA.1.36.A](#)
 - b. Use singular and plural nouns with matching verbs in basic sentences. [ELA.1.36.B](#)
 - c. Use personal, possessive and indefinite pronouns. [ELA.1.36.C](#)
 - d. Use verbs to convey a sense of past, present, and future. [ELA.1.36.D](#)
 - e. Use frequently occurring adjectives. [ELA.1.36.E](#)
 - f. Use frequently occurring conjunctions. [ELA.1.36.F](#)
 - g. Use determiners (e.g., a, the, most, this one, third). [ELA.1.36.G](#)
 - h. Use frequently occurring prepositions. [ELA.1.36.H](#)
 - i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [ELA.1.36.I](#)
37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [ELA.1.37](#)
- a. Capitalize dates and names of people. [ELA.1.37.A](#)
 - b. Use end punctuation for sentences. [ELA.1.37.B](#)
 - c. Use commas in dates and to separate single words in a series. [ELA.1.37.C](#)
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [ELA.1.37.D](#)

Knowledge of Language

38. Begins in grade 2. [ELA.1.38](#)

Vocabulary Acquisition and Use

39. 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 . [ELA.1.39](#)
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. [ELA.1.39.A](#)
 - b. Use frequently occurring affixes as a clue to the meaning of a word. [ELA.1.39.B](#)
 - c. Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, and looking). [ELA.1.39.C](#)
40. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [ELA.1.40](#)
 - a. Sort words into categories to gain a sense of the concepts the categories represent. [ELA.1.40.A](#)
 - b. Define words by category and by one or more key attributes. [ELA.1.40.B](#)
 - c. Identify real-life connections between words and their use. [ELA.1.40.C](#)
 - d. Distinguish shades of meaning among verbs differing in manner. [ELA.1.40.D](#)
 - e. Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings. [ELA.1.40.E](#)
41. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships. [ELA.1.41](#)

College- and Career- Readiness Standards for Library Media

Information Literacy

1. Acquire and accurately use grade-appropriate library and book terms. [LM.K-2.1](#)
2. With support, apply number sense and knowledge of alphabetical order to locate books and other resources in the library moving toward independence by the end of grade 2. [LM.K-2.2](#)
3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. [LM.K-2.3](#)
4. With guidance, explore online resources using a variety of databases or an online public access catalog, to find materials and information on topics of personal and academic interest. [LM.K-2.4](#)
5. Explore the role of the school/public library and librarians as community resources for free and open access to information. [LM.K-2.5](#)

Independent Learning

6. Explore authors and/or topics of personal interest using library resources, including print, non-print, and digital to encourage the growth of life-long independent reading. [LM.K-2.6](#)
7. Select works from a variety of genres and formats for enjoyment or to seek information. [LM.K-2.7](#)
8. Answer adult-directed and self-generated questions using print, non-print, and digital resources. [LM.K-2.8](#)
9. Explore the information available in and purposes for using a variety of print, non-print, and digital resources. [LM.K-2.9](#)
10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. [LM.K-2.10](#)
11. With support, craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. [LM.K-2.11](#)
12. Seek information from diverse sources, contexts, disciplines and cultures to increase understanding of topics and themes. [LM.K-2.12](#)

Social Responsibility

13. Demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources. [LM.K-2.13](#)
14. Respectfully acknowledge ownership of work created by self and others (e.g., differentiating between copying and retelling in their own words). [LM.K-2.14](#)
15. With support and as grade appropriate, demonstrate understanding of copyright and acceptable use. [LM.K-2.15](#)
16. Discuss the importance of free and open access to information for everyone as well as situations or conditions where information is controlled or limited. [LM.K-2.16](#)