Arkansas English Language Arts

Grade 1

Adopted 2023

Foundational Reading

Phonemic Awareness

PA. Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast). 1.FR.1.PA

PA. Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/). 1.FR.2.PA

PA. Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/). 1.FR.3.PA

Phonics Decoding (Word Reading)

PD. Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve). 1.FR.4.PD

PD. Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge). 1.FR.5.PD

PD. Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon). 1.FR.6.PD

PD. Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow). 1.FR.7.PD

PD. Decode one-syllable words containing multiple sounds of s (e.g., sock, is). 1.FR.8.PD

PD. Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super). 1.FR.9.PD

PD. Read high-frequency words. 1.FR.10.PD

PD. Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er). 1.FR.11.PD

Phonics Encoding (Word Writing)

PE. Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap). 1.FR.12.PE

PE. Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song). 1.FR.13.PE

PE. Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz). 1.FR.14.PE

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PE. Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck). 1.FR.15.PE

PE. Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve). 1.FR.16.PE

PE. Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these). 1.FR.17.PE

PE. Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her). 1.FR.18.PE

PE. Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow). 1.FR.19.PE

PE. Encode words phonetically, drawing on knowledge of sound-letter relationships. 1.FR.20.PE

PE. Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping). 1.FR.21.PE

Handwriting

H. Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters). 1.FR.22.H

H. Produce manuscript writing with accuracy and automaticity. 1.FR.23.H

Fluency

F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. 1.RF.24.F

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. 1.RC.1.RF

RF. Answer questions about key details in a text. 1.RC.2.RF

RF. Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic. 1.RC.3.RF

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. 1.RC.4.RF

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text. 1.RC.5.RF

RF. Demonstrate comprehension of age and grade-appropriate texts by speaking or writing. 1.RC.6.RF

Reading Literature

RL. Describe the major characters and settings in a text. 1.RC.7.RL

RL. Describe the settings (when and where) and events in a text. 1.RC.8.RL

RL. Compare and contrast the adventures and experiences of characters in texts. 1.RC.9.RL

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RL. Explain how visual images support a text by clarifying story elements (settings, characters, and events). 1.RC.10.RL

RL. Identify the narrator at various points in a text. 1.RC.11.RL

RL. Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics). 1.RC.12.RL

Reading Information

RI. Identify reasons an author provides to support the main points in a text. 1.RC.13.RI

RI. Compare and contrast two texts on the same topic. 1.RC.14.RI

RI. Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text. 1.RC.15.RI

RI. Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information. 1.RC.16.RI

RI. Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details. 1.RC.17.RI

RI. Identify the author's purpose of a text. 1.RC.18.RI

Vocabulary

1. Determine or clarify the meaning of words and phrases in texts read aloud. 1.V.1
2. Use sentence-level clues to identify the meaning of words or phrases. 1.V.2
3. Sort and categorize words by concepts. 1.V.3
4. Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified). 1.V.4
5. Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning. 1.V.5

Writing

Style

S. Write an opinion piece about a topic or text, including at least one supporting reason. 1.W.1.S

S. Write an informative or explanatory piece about a topic, using facts from a source. 1.W.2.S

S. Write a narrative, using a logical sequence of events. 1.W.3.S

Production

P. Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions. 1.W.4.P

P. Organize writing to include a sense of closure. 1.W.5.P

Use transitional words to connect ideas. 1.W.6.P

Revise writing to expand simple sentences by adding details as appropriate. 1.W.7.P

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P. Edit writing to include K-1 language conventions for publishing. 1.W.8.P

P. Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response. 1.W.9.P

Collaborative Communication

Oral Language

OL. Participate in collaborative conversations, following class created discussion guidelines. 1.CC.1.OL

OL. Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding. 1.CC.2.OL

Presentation

P. Use relevant details to express ideas and feelings when orally describing people, places, things, and events. 1.CC.3.P

P. Use visual displays to clarify ideas, thoughts, and feelings. 1.CC.4.P

P. Speak audibly in collaborative communication and presentations. 1.CC.5.P

Language

Structures

S. Use concrete nouns. 1.L.1.S

S. Use proper nouns. 1.L.2.S

S. Use irregular plural nouns (e.g., children, mice). 1.L.3.S

S. Use singular possessive common and proper nouns. 1.L.4.S

S. Use personal pronouns. 1.L.5.S

S. Use pronoun/antecedent agreement. 1.L.6.S

S. Use common adjectives. 1.L.7.S

S. Use article adjectives (a, an, the). 1.L.8.S

S. Use regular past, present, and future tense verbs. 1.L.9.S

S. Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.). 1.L.10.S

S. Use conjunctions (and, but, or). 1.L.11.S

S. Produce and expand simple sentences independently, using simple and compound subjects and predicates. 1.L.12.S

Conventions

C. Capitalize the first word in a sentence. 1.L.13.C

C. Capitalize the pronoun "I." 1.L.14.C

C. Capitalize dates. 1.L.15.C

C. Capitalize names of people. 1.L.16.C

C. Use all end punctuation marks. 1.L.17.C

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C. Use commas in dates. `1.L.18.C`