

Grade 1

Communicate using verbal and nonverbal language to express and receive information. 1.1

1 Communicate using verbal and nonverbal language to express and receive information. 1.1

With guidance and support students can:

a Participate in conversations with adults (EE.SL.1.1). 1.1.A

i Engage in multiple-turn exchanges with supportive adults (EE.SL.1.1a). 1.1.A.I

ii Build on comments or topics initiated by an adult (EE.SL.1.1b). 1.1.A.II

iii Uses one or two words to ask questions related to personally relevant topics (EE.SL.1.1c). 1.1.A.III

b During shared reading activities, answer questions about details presented orally or through other media (EE.SL.1.2). 1.1.B

c Communicate confusion or lack of understanding (e.g., “I don’t know.”) (EE.SL.1.3). 1.1.C

Use multiple strategies to develop and expand oral communication. 1.2

2 Use multiple strategies to develop and expand oral communication. 1.2

With guidance and support students can:

a Describe familiar people, places, things, and feelings with at least one detail. 1.2.A

b Add drawing, visual display, or other media to clarify writing products or oral discussions. 1.2.B

c Produce a sentence when appropriate to a task or situation. 1.2.C

d Follow simple two-step directions. 1.2.D

Apply foundational reading strategies to fluently read and comprehend literary texts. 1.3

3 Apply foundational reading strategies to fluently read and comprehend literary texts. 1.3

With guidance and support students can:

- a Identify details in familiar stories (EE.RL.1.1).** 1.3.A
 - i Recount major events in familiar stories (EE.RL.1.2). 1.3.A.I
 - ii Identify characters and settings in a familiar story (EE.RL.1.3). 1.3.A.II
 - iii Make predictions about what will happen in a text. 1.3.A.III

- b Match a picture to an activity (EE.RL.1.4).** 1.3.B
 - i Identify a text as telling a story (EE.RL.1.5). 1.3.B.I
 - ii Identify a speaker within a familiar story (EE.RL.1.6). 1.3.B.II

- c Identify illustrations or objects/tactual information that go with a familiar story (EE.RL.1.7).** 1.3.C
 - i Identify adventures or experiences of characters in a story as same or different (EE.RL.1.9) 1.3.C.I

- d Actively engage in shared reading for a clearly stated purpose (EE.RL.1.10).** 1.3.D

Apply foundational reading strategies to fluently read and comprehend informational texts. 1.4

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With guidance and support students can:

- a Identify details in familiar text (EE.RI.1.1).** 1.4.A
 - i Identify details related to the topic of a text (EE.RI.1.2) 1.4.A.I
 - ii Identify individuals, events, or details in a familiar informational text (EE.RI.1.3). 1.4.A.II

- b Ask a reader to clarify the meaning of a word in a text (EE.RI.1.4).** 1.4.B
 - i Locate the front cover, back cover, and title page of a book (EE.RI.1.5). 1.4.B.I
 - ii Distinguish between words and illustrations in a text (EE.RI.1.6). 1.4.B.II

- c Identify illustrations or objects/tactual information that go with a familiar text (EE.RI.1.7).** 1.4.C
 - i Identify points the author makes in a familiar informational text (EE.RI.1.8). 1.4.C.I
 - ii Match similar parts of two texts on the same topic (EE.RI.1.9). 1.4.C.II

- d Actively engage in shared reading of informational text (EE.RI.1.10).** 1.4.D

Refine foundational reading skills through understanding word structure, word relationships, and word families. 1.5

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With guidance and support students can:

a Demonstrate emerging understanding of the organization of print (EE.RF.1.1). 1.5.A

- i Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, one-to-one correspondence between written and spoken word) (EE.RF.1.1a). 1.5.A.I

b Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (EE.RF.1.2). 1.5.B

- i Recognize rhyming words (EE.RF.1.2a). 1.5.B.I
- ii Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word (EE.RF.1.2b). 1.5.B.II
- iii Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word (EE.RF.1.2c). 1.5.B.III
- iv Substitute individual sounds (phonemes) in simple, one-syllable words to make new words (EE.RF.1.2d). 1.5.B.IV

c Demonstrate emerging letter and word identification skills (EE.RF.1.3). 1.5.C

- i Identify upper case letters of the alphabet (EE.RF.1.3a). 1.5.C.I
- ii Recognize familiar words that are used in everyday routines (EE.RF.1.3b). 1.5.C.II

d Begin to attend to words in print (EE.RF.1.4). 1.5.D

- i Engage in sustained, independent study of books (EE.RF.1.4a). 1.5.D.I
- ii Participate in shared reading of a variety of reading materials reflecting a variety of text genre (EE.RF.1.4b). 1.5.D.II

e Demonstrate of emerging knowledge of word meanings (EE.L.1.4). 1.5.E

- i Demonstrate understanding of words used in every day routines (EE.L.1.4a). 1.5.E.I

f Demonstrate understanding of words used in every day routines (EE.L.1.5). 1.5.F

- i Sort common objects into familiar categories (EE.L.1.5a). 1.5.F.I
- ii Identify attributes of familiar words (EE.L.1.5b). 1.5.F.II
- iii Demonstrate understanding of words by identifying real-life connections between words and their use (EE.L.1.5c). 1.5.F.III

g Use words acquired through conversations, being read to, and during shared reading activities (EE.L.1.6). 1.5.G

Write an opinion supported by reasons. 1.6

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With guidance and support students can:

- a** When writing about a topic or book, identify the topic or name of the book. 1.6.A
- b** Select a familiar book and use drawing, dictating, or writing to state an opinion about it (EE.W.1.1). 1.6.B
- c** Identify a reason for an opinion about a book or topic. 1.6.C
- d** Identify a closure statement. 1.6.D

Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure. 1.7

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With guidance and support students can:

- a** Select a topic when given choices. 1.7.A
- b** Select a familiar topic and use drawing, dictating, or writing to share information about it (EE.W.1.2). 1.7.B
- c** Select a closure statement from a list. 1.7.C

Recount real or imagined, sequenced events that include details and a sense of closure. 1.8

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With guidance and support students can:

- a** Select an event and use drawing, dictating, or writing to share information about it (EE.W.1.3). 1.8.A
- b** Select at least two details about an event. 1.8.B
- c** Select a closure statement about an event. 1.8.C

Use appropriate grammar, spelling, capitalization, and punctuation. 1.9

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With guidance and support students can:

- a Demonstrate emerging understanding of letter and word use (EE.L.1.1). 1.9.A**
 - i Write letters from own name (EE.L.1.1a). 1.9.A.I
 - ii Use frequently occurring nouns in communication (EE.L.1.1b). 1.9.A.II
 - iii Use familiar personal pronouns (e.g., I, me, and you) (EE.L.1.1d). 1.9.A.III
 - iv Use familiar present tense verbs (EE.L.1.1e). 1.9.A.IV
 - v Use familiar frequently occurring adjectives (e.g., big, hot) (EE.L.1.1f). 1.9.A.V
 - vi Use common prepositions (e.g., on, off, in, out) (EE.L.1.1i). 1.9.A.VI
 - vii Use simple question words (interrogatives) (e.g., who, what) (EE.L.1.1j). 1.9.A.VII
- b During shared writing, put a period at the end of a sentence (EE.L.1.2b). 1.9.B**
 - i Use letters to create words (EE.L.1.2d). 1.9.B.I
 - ii During shared writing, identify the letters that represent sounds needed to spell words (EE.L.1.2e). 1.9.B.II
- c During shared writing, adds a detail, to strengthen writing based on guided peer feedback. 1.9.C**
- d During shared writing, use a variety of digital tools to produce and publish writing, including guided collaboration with peers. 1.9.D**

Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions. 1.10

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With guidance and support students can:

- a During shared writing, actively participates in group writing projects. 1.10.A**
- b Creates questions about a topic that was discussed in class. 1.10.B**
- c Use a variety of provided resources to answer questions of interest throughout guided inquiry with peers. 1.10.C**
- d Locate text features (e.g., title, author, illustrator, cover). 1.10.D**
- e Participate in shared research and writing projects (EE.W.1.7). 1.10.E**
- f Identify information related to personal experiences and answer simple questions about those experiences (EE.W.1.8). 1.10.F**