

Grade 1 Access Points

Communication

1 Communicating Through Writing

- 1 Print all upper- and lowercase letters with a model. [ELA.1.C.1.AP.1](#)
- 2 Write a narrative with two sequenced events. [ELA.1.C.1.AP.2](#)
- 3 Write an opinion about a topic. [ELA.1.C.1.AP.3](#)
- 4 Write an expository text about a topic, using a source, to provide facts. [ELA.1.C.1.AP.4](#)
- 5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. [ELA.1.C.1.AP.5](#)

2 Communicating Orally

- 1 Express information using complete sentences and appropriate volume, using the students mode of communication. [ELA.1.C.2.AP.1](#)

3 Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. Form regular plural nouns orally by adding -s or -es. [ELA.1.C.3.AP.1](#)

4 Researching

- 1 Participate in guided research to gather information to answer a question about a single topic. [ELA.1.C.4.AP.1](#)

5 Creating and Collaborating

- 1 Identify the correct multimedia element to enhance oral or written tasks when presented with options. [ELA.1.C.5.AP.1](#)
- 2 Identify digital tools to produce and publish writing individually or with peers and with support from adults. [ELA.1.C.5.AP.2](#)

Foundational Skills

1 Learning and Applying Foundational Reading Skills

- 1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model. [ELA.1.F.1.AP.1](#)
- 2a Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs. [ELA.1.F.1.AP.2A](#)

- 2b Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs. [ELA.1.F.1.AP.2B](#)
 - 2c Blend single-syllable spoken words with at least four phonemes. [ELA.1.F.1.AP.2C](#)
 - 2d Segment single-syllable spoken words with at least four phonemes. [ELA.1.F.1.AP.2D](#)
 - 2e Segment and blend phonemes in familiar multi-syllable spoken words. [ELA.1.F.1.AP.2E](#)
 - 3a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends. [ELA.1.F.1.AP.3A](#)
 - 3b Decode simple words with r-controlled vowels. [ELA.1.F.1.AP.3B](#)
 - 3c Decode and encode regularly spelled one-syllable words. [ELA.1.F.1.AP.3C](#)
 - 3d Decode words with inflectional endings. [ELA.1.F.1.AP.3D](#)
 - 3e Decode two-syllable words with regular patterns by breaking the words into syllables. [ELA.1.F.1.AP.3E](#)
 - 3f Decode words that use final -e and vowel teams to make long-vowel sound. [ELA.1.F.1.AP.3F](#)
 - 4a Recognize and read sight words. [ELA.1.F.1.AP.4A](#)
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Reading

1 Reading Prose and Poetry

- 1 Identify the main story elements in a story. [ELA.1.R.1.AP.1](#)
 - 2 Identify the moral of a story. [ELA.1.R.1.AP.2](#)
 - 3 Identify who is telling the story using context clues. [ELA.1.R.1.AP.3](#)
 - 4 Identify a line break in a poem. [ELA.1.R.1.AP.4](#)
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2 Reading Informational Text

- 1 Use text features including titles, headings and/or illustrations to demonstrate understanding of texts. [ELA.1.R.2.AP.1](#)
 - 2 Identify the topic of and select a relevant detail in a text. [ELA.1.R.2.AP.2](#)
 - 3 Identify if information was provided from a visual or from words in an informational text. [ELA.1.R.2.AP.3](#)
 - 4 Identify an authors opinion about the topic. [ELA.1.R.2.AP.4](#)
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3 Reading Across Genres

- 1 Identify descriptive words and phrases in text(s). [ELA.1.R.3.AP.1](#)
 - 2a Identify main story elements at the beginning, middle and end for a literary text using the student's mode of communication. [ELA.1.R.3.AP.2A](#)
 - 2b Identify a topic and relevant details for an informational text using the students mode of communication. [ELA.1.R.3.AP.2B](#)
 - 3 Identify details about two texts on the same topic. [ELA.1.R.3.AP.3](#)
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Vocabulary

1 Finding Meaning

- 1 Identify grade-level academic vocabulary appropriately in communication, using the students mode of communication. [ELA.1.V.1.AP.1](#)
- 2 Identify frequently occurring base words and their common inflections in grade-level content at the student's ability level. [ELA.1.V.1.AP.2](#)
- 3 Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student's ability level. [ELA.1.V.1.AP.3](#)