Florida English Language Arts

Grade 1

Foundational Skills

1 Learning and Applying Foundational Reading Skills ELA.1.F.1

1 Print Concepts: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. ELA.1.F.1.1

2 Phonological Awareness: Demonstrate phonological awareness. ELA.1.F.1.2

a Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. ELA.1.F.1.2.A

b Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. ELA.1.F.1.2.B

c Blend single-syllable spoken words with at least five phonemes. ELA.1.F.1.2.C

d Segment single-syllable spoken words with at least five phonemes. ELA.1.F.1.2.D

e Segment and blend phonemes in multi-syllable spoken words. ELA.1.F.1.2.E

Clarification 1 Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. ELA.1.F.1.3

a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends. ELA.1.F.1.3.A

b Decode simple words with r-controlled vowels. ELA.1.F.1.3.B

c Decode and encode regularly spelled one-syllable words. ELA.1.F.1.3.C

d Decode words with inflectional endings. ELA.1.F.1.3.D

e Decode two-syllable words with regular patterns by breaking the words into syllables. ELA.1.F.1.3.E

f Decode words that use final -e and vowel teams to make long-vowel sounds. ELA.1.F.1.3.F

Clarification 1 Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2 Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Skip to main content

4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.1.F.1.4

a Recognize and read with automaticity the grade-level sight words. ELA.1.F.1.4.A

Clarification 1 See Dolch and Fry word lists.

Clarification 2 Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 3 See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.

Clarification 4 Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 5 Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

1 Reading Prose and Poetry ELA.1.R.1

1 Literary Elements: Identify and describe the main story elements in a story. ELA.1.R.1.1

2 Theme: Identify and explain the moral of a story. ELA.1.R.1.2

3 Perspective and Point of View: Explain who is telling the story using context clues. ELA.1.R.1.3

4 Poetry: Identify stanzas and line breaks in poems. ELA.1.R.1.4

2 Reading Informational Text ELA.1.R.2

1 Structure: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts. ELA.1.R.2.1

2 Central Idea: Identify the topic of and relevant details in a text. ELA.1.R.2.2

3 Purpose and Perspective: Explain similarities and differences between information provided in visuals and words in an informational text. ELA.1.R.2.3

4 Argument: Identify an author's opinion(s) about the topic. ELA.1.R.2.4

3 Reading Across Genres ELA.1.R.3

Interpreting Figurative Language: Identify and explain descriptive words and phrases in text(s). ELA.1.R.3.1

Skip to main content

2 Paraphrasing and Summarizing: Retell a text in oral or written form to enhance comprehension. ELA.1.R.3.2

a Use main story elements at the beginning, middle, and end for a literary text. ELA.1.R.3.2.A

b Use topic and important details for an informational text. ELA.1.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

3 Comparative Reading: Compare and contrast two texts on the same topic. ELA.1.R.3.3

Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

Clarification 1 **Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.**

In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

Clarification 2 **In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.**

For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Clarification 3 **For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.**

This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories ha... ref

Clarification 1 **This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.**

Skip to main content

that did not have a moral or a lesson.		
Students will use the term narrator to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.	Clarification 1	Students will use the term narrator to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.
This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.	Clarification 1	This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.
When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.	Clarification 1	When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.
During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.	Clarification 2	During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.	Clarification 1	Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.

Skip to main content

Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

Clarification 1 **Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.**

Communication

1 Communicating Through Writing ELA.1.C.1

1. Handwriting Print all upper- and lowercase letters. ELA.1.C.1.1
2. Narrative Writing: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. ELA.1.C.1.2
3. Argumentative Writing: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. ELA.1.C.1.3
4. Expository Writing: Write expository texts about a topic, using a source, providing facts and a sense of closure. ELA.1.C.1.4
5. Improving Writing: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing. ELA.1.C.1.5

2 Communicating Orally ELA.1.C.2

1. Oral Presentation: Present information orally using complete sentences and appropriate volume. ELA.1.C.2.1

3 Following Conventions ELA.1.C.3

1. Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.1.C.3.1

4 Researching ELA.1.C.4

1. Researching and Using Information: Participate in research to gather information to answer a question about a single topic. ELA.1.C.4.1

5 Creating and Collaborating ELA.1.C.5

1. Multimedia: Use a multimedia element to enhance oral or written tasks. ELA.1.C.5.1
2. Technology in Communication: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults. ELA.1.C.5.2

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Skip to main content

rification 1 **Students should have adequate spacing between letters and/or words.**

between letters and/or words.		
See Writing Types.	Clarification 1	See Writing Types.
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See Writing Types.	Clarification 1	See Writing Types.
As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	Clarification 1	As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
For further guidance, see the Elementary Oral Communication Rubric.	Clarification 1	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Capitalize proper nouns.	1	Capitalize proper nouns.
Form and use simple verb tenses for regular verbs by adding the affix -ed.	2	Form and use simple verb tenses for regular verbs by adding the affix -ed.
Form and use complete simple sentences.	3	Form and use complete simple sentences.
Use possessives.	4	Use possessives.
Use subject-verb agreement in simple sentences.	5	Use subject-verb agreement in simple sentences.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b	Skills to be implemented but not yet mastered are as follows:

Skip to main content

Form plurals -y to -ies.	1	Form plurals -y to -ies.
Conjugate regular and irregular verb tenses.	2	Conjugate regular and irregular verb tenses.
Form and use regular and frequently occurring irregular plural nouns.	3	Form and use regular and frequently occurring irregular plural nouns.
Form and use the past tense of frequently occurring irregular verbs.	4	Form and use the past tense of frequently occurring irregular verbs.
Use apostrophes to form contractions.	5	Use apostrophes to form contractions.
Appropriately use pronouns.	6	Appropriately use pronouns.
Use commas in a series.	7	Use commas in a series.
Use plural possessives	8	Use plural possessives
Use interjections.	9	Use interjections.
See Conventions Progression by Grade Level for more information.	Clarification 2	See Conventions Progression by Grade Level for more information.
The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.	Clarification 1	The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.
Multimedia elements may include, but are not lim pic	Clarification 1	Multimedia elements may include, but are not limited to, a drawing, picture, artifact, and audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is

Skip to main content

audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.		**suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.**
Vocabulary	**1 Finding Meaning** ELA.1.V.1 1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.1.V.1.1 2 Morphology: Identify and use frequently occurring base words and their common inflections in grade-level content. ELA.1.V.1.2 3 Context and Connotation: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. ELA.1.V.1.3	
Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	**Clarification 1**	**Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**
See Base Words for frequently occurring base words.	**Clarification 1**	**See Base Words for frequently occurring base words.**
Inflectional endings, the inf he	**Clarification 2**	**Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.**

Skip to main content

end of a word to add additional information.		
Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.	**Clarification 1**	**Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.**
See Context Clues and Word Relationships.	**Clarification 2**	**See Context Clues and Word Relationships.**