Hawaii English Language Arts

1st Grade

Reading Foundations

Print Concepts

1 Demonstrate understanding of the organization and basic features of print: 1.RF.1

- a Recognize the capitalization of proper nouns. 1.RF.1.A
- b Recognize the meaning of ending punctuation. 1.RF.1.B
- c Recognize the meaning of a comma within text. 1.RF.1.C

Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes): 1.RF.2

- a Add, delete, and substitute syllables in multisyllabic words. 1.RF.2.A
- b Blend sounds (phonemes) to orally produce single-syllable words, including short and long vowel sounds, consonant blends, digraphs, and diphthongs. 1.RF.2.B
- c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.RF.2.C
- d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), including short and long vowel sounds. 1.RF.2.D
- e Add, delete, or substitute (in words with 5-6 phonemes) individual sounds (phonemes) in initial and final positions in simple, one-syllable words to make new words. 1.RF.2.E

Phonics and Word Recognition

Skip to main content

3 Know and apply grade-level phonics and word analysis skills to read: 1.RF.3

a Read regularly spelled one and two-syllable words in isolation and in text, including: 1.RF.3.A

1 Short vowel words with CVC, CCVC, CVCC, and CCVCC patterns 1.RF.3.A.1

2 Digraphs (sh, ch, wh, th, ng, ck) 1.RF.3.A.2

3 Vowel-Consonant-Silent e (VCe) (e.g., cave) 1.RF.3.A.3

4 Vowel Teams (e.g., pain) 1.RF.3.A.4

5 R-Controlled Vowels (ar, er, ir, or, ur) 1.RF.3.A.5

6 Diphthongs 1.RF.3.A.6

7 Closed Syllables 1.RF.3.A.7

8 Open Syllables 1.RF.3.A.8

9 Inflectional Suffixes with no spelling change (e.g., help, helps, helped, helping) 1.RF.3.A.9

10 Prefixes 1.RF.3.A.10

11 Compound Words 1.RF.3.A.11

12 Contractions 1.RF.3.A.12

13 Possessives 1.RF.3.A.13

14 Plurals 1.RF.3.A.14

b Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.RF.3.B

c Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does). 1.RF.3.C

Fluency

4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. 1.RF.4

Reading Informational

Key Ideas and Details

1 Ask and answer questions about key details in a text. 1.RI.1

2 Analyze informational text development: 1.RI.2

a Identify the main/central topic of a text. 1.RI.2.A

b Retell key details of a text. 1.RI.2.B

3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1.RI.3

Craft and Structure

Skip to main content

Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. 1.RI.4

5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 1.RI.5

6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.6

Integration of Knowledge and Ideas

7 Use the visual aids and details in a text to describe its key ideas. 1.RI.7

8 Identify the reasons an author gives to support points in a text. 1.RI.8

9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1.RI.9

Range of Reading and Level of Text Complexity

10 With prompting and support, read informational texts appropriately complex for grade 1. 1.RI.10

Reading Literature

Key Ideas and Details

1 Ask and answer questions about key details in a text. 1.RL.1

2 Analyze literary text development: 1.RL.2

- a Demonstrate understanding of the lesson in the story. 1.RL.2.A
- b Retell stories, including key details. 1.RL.2.B

3 Describe story elements: 1.RL.3

- a Using key details, describe characters and their feelings, settings, major events (plot), problems, and solutions in a story. 1.RL.3.A

Craft and Structure

4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RL.4

5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RL.5

6 Identify who is telling the story at various points in a text. 1.RL.6

Integration of Knowledge and Ideas

7 Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.7

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

Range of Reading and Level of Text Complexity

10 With prompting and support, read literary texts appropriately complex for grade 1. 1.RL.10

Skip to main content

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: 1.WF.1

- a Write upper- and lowercase manuscript alphabet from memory using correct letter formation. 1.WF.1.A
- b Write the common grapheme (letter or letter group) for each phoneme. 1.WF.1.B
- c Write with appropriate spacing between letters and words. 1.WF.1.C

2 Know and apply phonics and word analysis skills when encoding words: 1.WF.2

- a Spell common, regular, single-syllable words using: 1.WF.2.A
  - 1 Short vowels and single consonants 1.WF.2.A.1
  - 2 Consonant graphemes including qu, x, and -ck 1.WF.2.A.2
  - 3 Digraphs (e.g., thin, shop, when, much, sing) 1.WF.2.A.3
  - 4 Doubled letters (e.g., off, will, mess) 1.WF.2.A.4
  - 5 Initial and final consonant blends (e.g., must, slab, plump) 1.WF.2.A.5
  - 6 Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like) and open syllables (e.g., go, cry) 1.WF.2.A.6
- b Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. 1.WF.2.B

3 Demonstrate command of the conventions of English when writing sentences and single paragraphs: 1.WF.3

- a Produce and expand complete simple and compound sentences in response to prompts. 1.WF.3.A
- b Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.WF.3.B
- c Capitalize dates and names of people. 1.WF.3.C
- d Use correct end punctuation for sentences. 1.WF.3.D
- e Use commas in dates and to separate single words in a series. 1.WF.3.E

Writing

Text Types and Purposes

1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.1

2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.2

3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 1.W.3

roduction and Distribution of Writing

Skip to main content

4 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 1.W.4

5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 1.W.5

Research to Build and Present Knowledge

6 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions): 1.W.6

- a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.W.6.A

Speaking and Listening

Comprehension and Collaboration

1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups: 1.SL.1

- a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.SL.1.A
- b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1.SL.1.B
- c Ask questions to clear up any confusion about the topics and texts under discussion. 1.SL.1.C

2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.2

3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1.SL.3

Presentation of Knowledge and Ideas

4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.4

5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. 1.SL.5

Language

Conventions of English

Skip to main content

1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: 1.L.1

- a Use common, proper, and possessive nouns. 1.L.1.A
- b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 1.L.1.B
- c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 1.L.1.C
- d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 1.L.1.D
- e Use frequently occurring adjectives. 1.L.1.E
- f Use frequently occurring conjunctions (e.g., and, but, or, so, because). 1.L.1.F
- g Use determiners (e.g., articles, demonstratives). 1.L.1.G
- h Use frequently occurring prepositions (e.g., during, beyond, toward). 1.L.1.H
- i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.L.1.I

2 (Addressed in Writing Foundations) 1.L.2

Vocabulary Acquisition and Use

3 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: 1.L.3

- a Use sentence-level context as a clue to the meaning of a word or phrase. 1.L.3.A
- b Use frequently occurring affixes as a clue to the meaning of a word. 1.L.3.B
- c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 1.L.3.C

4 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings: 1.L.4

- a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1.L.4.A
- b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 1.L.4.B
- c Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.4.C
- d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 1.L.4.D

5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 1.L.5