Idaho English Language Arts/Literacy

Grade 1

Adopted 2022

Foundational Reading

Phonemic Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds. 1.FR.2
   a. Distinguish long from short vowel sounds in spoken single-syllable words. 1.FR.2.A
   b. Orally produce single-syllable words by blending sounds, including consonant blends. 1.FR.2.B
   c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. 1.FR.2.C
   d. Delete initial and final sounds in spoken single syllable words and say the resulting word. 1.FR.2.D
   e. Segment and blend sequences of individual sounds in spoken single-syllable words. 1.FR.2.E

Phonics and Decoding

3. Use knowledge of grade-level phonics and word analysis skills in decoding words. 1.FR.3
   a. Know the spelling-sound correspondences for common consonant digraphs. 1.FR.3.A
   b. Decode regularly spelled one-syllable words. 1.FR.3.B
   c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe). 1.FR.3.C
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.FR.3.D
   e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation. 1.FR.3.E
   f. Decode two-syllable words following basic patterns by breaking the words into syllables. 1.FR.3.F
   g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est). 1.FR.3.G
   h. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have). 1.FR.3.H

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Reading Comprehension

Text Complexity

1. Text complexity begins in grade 2. 1.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. 1.RC.2

Textual Evidence

3. Ask and answer questions about key details in texts heard or read. 1.RC.3

Reading Fluency

4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings. 1.RC.4

Literature

5. Use evidence from literature to demonstrate. understanding of grade-level texts. 1.RC.5
    a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals. 1.RC.5.A
    b. Describe the connection between characters, settings, and major events in stories heard, using key details. 1.RC.5.B
    c. Describe major differences between books that tell stories and books that give information. 1.RC.5.C
    d. Describe who is telling stories heard or read at various points in texts. 1.RC.5.D
    e. Compare and contrast the adventures or experiences of characters in stories heard. 1.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 1.RC.6
    a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read. 1.RC.6.A
    b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read. 1.RC.6.B
    c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text. 1.RC.6.C
    d. Identify the reasons authors give to support points in texts heard or read. 1.RC.6.D
    e. Identify basic similarities in and differences between two texts heard or read on the same topic. 1.RC.6.E

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Vocabulary Development

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies: 1.VD.1
    a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 1.VD.1.A
    b. Use sentence-level context as a clue to the meaning of a word or phrase. 1.VD.1.B
    c. Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words. 1.VD.1.C
    d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es). 1.VD.1.D
    e. Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful). 1.VD.1.E
    f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal). 1.VD.1.F
2. With support, explore word relationships and nuances in word meanings. 1.VD.2
    a. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water). 1.VD.2.A
    b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms. 1.VD.2.B
    c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings. 1.VD.2.C
    d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.VD.2.D

Academic Vocabulary

3. With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts. 1.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids. 1.RS.1

Deep Reading on Topics to Build Knowledge

2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. 1.RS.2

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1. Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story). 1.W.1

Handwriting and Keyboarding

2. Print legibly and space words appropriately when writing a complete sentence. 1.W.2
3. Keyboarding skills begin in grade 3. 1.W.3

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. 1.ODC.1
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.ODC.2
3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood. 1.ODC.3
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.ODC.4

Digital Communications

5. Digital communications begins in grade 3 1.ODC.5

Grammar and Conventions

Grammar and Usage

1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking. 1.GC.1
   a. Use subject-verb agreement in simple sentences. 1.GC.1.A
   b. Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop). 1.GC.1.B
   c. Form and use the simple verb tenses (past, present, and future) for regular verbs. 1.GC.1.C
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 1.GC.1.D
   e. Use frequently occurring adjectives. 1.GC.1.E
   f. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because). 1.GC.1.F
   g. Use frequently occurring prepositions (e.g., to, during, under, in, with, at). 1.GC.1.G
   h. Produce and expand complete sentences in response to prompts. 1.GC.1.H

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2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 1.GC.2
    a. Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud. 1.GC.2.A
    b. Use commas in dates and to separate single words in a series. 1.GC.2.B
    c. Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I". 1.GC.2.C
3. Use knowledge of spelling in writing. 1.GC.3
    a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. 1.GC.3.A
    b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 1.GC.3.B