Indiana English/Language Arts

Grade 1

Adopted 2023

Reading Foundations

RF. Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode. 1.RF

1. Recognize components of a sentence (e.g., capitalization, first word, ending punctuation). 1.RF.1
2. Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E) 1.RF.2
3. Identify and produce beginning, middle (medial), and final sounds in single-syllable words. (E) 1.RF.3
4. Segment individual phonemes in one-syllable words. (E) 1.RF.4
5. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context. (E) 1.RF.5
6. Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe), independent of context. (E) 1.RF.6
7. Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses), simple compound words (e.g., cupcake), and contractions (e.g., isn't). (E) 1.RF.7
8. Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading. 1.RF.8

Reading Comprehension

RC. Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. 1.RC

1. Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E) 1.RC.1
2. Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson. 1.RC.2
3. Using key details, identify and describe the elements of plot, character, and setting. (E) 1.RC.3
4. Make and confirm predictions about what will happen next in a story. 1.RC.4
5. Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks). 1.RC.5
6. Retell main ideas and key details of a text. (E) 1.RC.6

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7. Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text. 1.RC.7
8. Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E) 1.RC.8
9. Demonstrate comprehension that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. 1.RC.9
10. Define and sort words into categories (e.g., antonyms, living things, synonyms). (E) 1.RC.10

Writing

W. Students produce writing for a variety of purposes applying their knowledge of language and sentence structure. 1.W

1. Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. 1.W.1
2. Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate), and give reasons why the proposal should be considered. (E) 1.W.2
3. Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E) 1.W.3
4. Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E) 1.W.4
5. With support, apply the writing process to: 1.W.5
   a. Plan by generating ideas for writing through oral discussions and drawings; 1.W.5.A
   b. Develop drafts in pictorial or written form by organizing ideas; 1.W.5.B
   c. Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and 1.W.5.C
   d. Use available technology to produce and publish legible documents. 1.W.5.D
6. With support, conduct research on a topic. 1.W.6
   a. Identify several sources of information and indicate the sources. 1.W.6.A
   b. Organize information, using graphic organizers or other aids. 1.W.6.B
   c. Make informal presentations on information gathered. 1.W.6.C

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7. Demonstrate command of English grammar and usage, when writing or speaking, focusing on: 1.W.7
    a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns. 1.W.7.A
    b. Verbs – Using sentences with verbs to convey a sense of past, present, and future. 1.W.7.B
    c. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.W.7.C
8. Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.8
    a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I . 1.W.8.A
    b. Punctuation – 1.W.8.B
        I. Correctly using a period, question mark, and exclamation mark at the end of a sentence. 1.W.8.B.I
        II. Using commas in dates and to separate items in a series. 1.W.8.B.II
    c. Encoding – 1.W.8.C
        I. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. 1.W.8.C.I
        II. Correctly spelling words with common spelling patterns. 1.W.8.C.II
        III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E) 1.W.8.C.III

Communication and Collaboration

CC. Students actively listen and participate in discussions using details and answering questions. 1.CC

1. Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) 1.CC.1
2. Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. 1.CC.2
3. Ask and answer questions about what a speaker says to clarify something that is not understood. 1.CC.3
4. Ask and answer questions about key details in what is read, heard, or viewed to demonstrate comprehension. (E) 1.CC.4
5. Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events. 1.CC.5
6. Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings. 1.CC.6
7. Give and follow oral directions with two or three steps. 1.CC.7