English Language Arts: Grade 1

Reading Standards for Literature

Key Ideas and Details

1 Ask and answer questions about key details in a text. RL.1.1

2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2

3 Describe characters, settings, and major events in a story, using key details. RL.1.3

Craft and Structure

4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4

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. RL.1.5

6 Identify who is telling the story at various points in a text. RL.1.6

Integration of Knowledge and Ideas

7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7

8 (Not applicable to literature) RL.1.8

9 Compare and contrast the adventures and experiences of characters in stories. RL.1.9

Range of Reading and Level of Text Complexity

10 With prompting and support, read stories and poetry of appropriate complexity for grade 1. RL.1.10

Reading Standards for Informational Text

Key Ideas and Details

1 Ask and answer questions about key details in a text. RI.1.1

2 Identify the main topic and retell key details of a text. RI.1.2

3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3

raft and Structure

Skip to main content

4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.4

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. RI.1.5

6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.6

Integration of Knowledge and Ideas

7 Use the illustrations and details in a text to describe its key ideas. RI.1.7

8 Identify the reasons an author gives to support points in a text. RI.1.8

9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9

Range of Reading and Level of Text Complexity

10 With prompting and support, read informational texts appropriately complex for grade 1. RI.1.10

Reading and Writing Standards: Foundational Skills

Print Concepts

1 Demonstrate understanding of the organization and basic features of print. RF.1.1

a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.A

Phonemic Awareness

2 Demonstrate the ability to identify and manipulate individual sounds in spoken words. RF.1.2

a Distinguish long from short vowel phonemes (sounds) in single-syllable words. RF.1.2.A

b Orally produce single-syllable words by blending phonemes (sounds), including consonant blends. RF.1.2.B

c Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken singlesyllable words. RF.1.2.C

d Segment spoken single-syllable words into their complete sequence of individual phonemes (sounds). RF.1.2.D

Phonics and Word Recognition

Skip to main content

3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words. RF.1.3

- a Decode and encode one-syllable words with common consonant digraphs. RF.1.3.A
- b Decode and encode regularly spelled one-syllable words with closed syllables and consonant blends. RF.1.3.B
- c Decode and encode regularly spelled one-syllable words with final-e (VCe) patterns. Decode regularly spelled one-syllable words with common vowel team patterns that represent long vowel sounds. RF.1.3.C
- d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D
- e Decode two-syllable words following basic patterns by breaking the words into syllables (may include closed and open syllables). RF.1.3.E
- f With prompting and support, decode and encode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er). RF.1.3.F
- g Read grade-appropriate high frequency words with accuracy and automaticity. (RF.1.3) (DOK 1,2) RF.1.3.G

Fluency

4 Read with sufficient accuracy and fluency to support comprehension. RF.1.4

- a Read grade-level text with purpose and understanding. RF.1.4.A
- b Use decoding skills to self-correct word recognition, rereading as necessary. RF.1.4.B
- c Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.C

Writing Foundations

1 Print independently and legibly for a variety of tasks and purposes. WF.1.1

- a Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters). WF.1.1.A
- b Produce manuscript writing with accuracy and automaticity. WF.1.1.B

Writing Standards

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. W.1.1

2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2

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. W.1.3

Skip to main content

Production and Distribution of Writing

4 (Begins in grade 3) W.1.4

5 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. W.1.5

6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6

Research to Build and Present Knowledge

7 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). W.1.7

8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8

9 (Begins in grade 4) W.1.9

Range of Writing

10 . (Begins in grade 3) W.1.10

Speaking and Listening Standards

Comprehension and Collaboration

1 Participate in collaborative conversations with peers and adults about grade 1 topics and texts in both small and larger groups. SL.1.1

- a Follow agreed-upon rules for discussions (e.g., listening to others, staying on topic, and taking turns speaking). SL.1.1.A
- b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.B
- c Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.1.C

2 Ask and answer questions about the main topic and key details in a text read aloud or information presented orally or through other media. SL.1.2

3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3

Presentation of Knowledge and Ideas

4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.4

5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5

6 Speak audibly and in complete sentences when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (See grade 1 Language standard 1 for specific expectations.) SL.1.6

Skip to main content

La onventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1

- a Use common, proper, and possessive nouns. L.1.1.A
- b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.B
- c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.1.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). L.1.1.D
- e Use frequently occurring adjectives. L.1.1.E
- f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.F
- g Use determiners (e.g., articles, demonstratives). L.1.1.G
- h Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.H
- i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1.I

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2

- a Capitalize dates and names of people. L.1.2.A
- b Use end punctuation for sentences. L.1.2.B
- c Use commas in dates and to separate single words in a series. L.1.2.C
- d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.D

Knowledge of Language

3 (Begins in grade 2) L.1.3

Vocabulary Acquisition and Use

4 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. L.1.4

- a Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4.A
- b Use known individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.1.4.B
- c Use frequently occurring affixes as a clue to the meaning of a word. L.1.4.C
- d Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.4.D

Skip to main content

5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5

a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.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). L.1.5.B

c Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.1.5.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. L.1.5.D

6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because). L.1.6