Iowa Essential Elements for English Language Arts

Grade 1

Reading Standards for Literature

Key Ideas and Details

1 Identify details in familiar stories. EE.RL.1.1

2 With guidance and support, recount major events in familiar stories. EE.RL.1.2

3 Identify characters and settings in a familiar story. EE.RL.1.3

Craft and Structure

4 With guidance and support, identify sensory or feeling words in a familiar story. EE.RL.1.4

5 With guidance and support, identify a text as telling a story. EE.RL.1.5

6 With guidance and support, identify a speaker within a familiar story. EE.RL.1.6

Integration of Knowledge and Ideas

7 Identify illustrations or objects/tactual information that go with a familiar story. EE.RL.1.7

9 With guidance and support identify adventures or experiences of characters in a story as same or different. EE.RL.1.9

Range of Reading and Level of Text Complexity

10 With guidance and support, actively engage in shared reading for a clearly stated purpose. EE.RL.1.10

Reading Standards for Informational Text

Key Ideas and Details

1 Identify details in familiar text. EE.RI.1.1

2 With guidance and support, identify details related to the topic of a text. EE.RI.1.2

3 Identify individuals, events, or details in a familiar informational text. EE.RI.1.3

Craft and Structure

4 With guidance and support, ask a reader to clarify the meaning of a word in a text. EE.RI.1.4

5 Locate the front cover, back cover, and title page of a book. EE.RI.1.5

6 Distinguish between words and illustrations in a text. EE.RI.1.6

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tegration of Knowledge and Ideas

7 Identify illustrations or objects/tactual information that go with a familiar text. EE.RI.1.7

8 Identify points the author makes in a familiar informational text. EE.RI.1.8

9 With guidance and support, match similar parts of two texts on the same topic. EE.RI.1.9

Range of Reading and Level of Text Complexity

10 Actively engage in shared reading of informational text. EE.RI.1.10

Reading and Writing Standards: Foundational Skills

Print Concepts

1 Demonstrate emerging understanding of the organization of print. EE.RF.1.1

a Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-tobottom orientation of print, one-to-one correspondence between written and spoken word). EE.RF.1.1.A

Phonemic Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EE.RF.1.2

a Recognize rhyming words. EE.RF.1.2.A

b With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. EE.RF.1.2.B

c Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. EE.RF.1.2.C

d With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words. EE.RF.1.2.D

Phonics and Word Recognition

3 Demonstrate emerging letter and word identification skills. EE.RF.1.3

a Identify upper case letters of the alphabet. EE.RF.1.3.A

b With guidance and support, recognize familiar words that are used in every day routines. EE.RF.1.3.B

Fluency

4 Begin to attend to words in print. EE.RF.1.4

a Engage in sustained, independent study of books. EE.RF.1.4.A

b Participate in shared reading of a variety of reading materials reflecting a variety of text genre. EE.RF.1.4.B

Writing

Text Types and Purposes

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Select a familiar book and use drawing, dictating, or writing to state an opinion about it. EE.W.1.1

2 Select a familiar topic and use drawing, dictating, or writing to share information about it. EE.W.1.2

3 Select an event and use drawing, dictating, or writing to share information about it. EE.W.1.3

Production and Distribution of Writing

4 (Begins in grade 3) EE.W.1.4

5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it. EE.W.1.5

6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. EE.W.1.6

Research to Build and Present Knowledge

7 With guidance and support, participate in shared research and writing projects. EE.W.1.7

8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. EE.W.1.8

9 (Begins in grade 4) EE.W.1.9

Range of Writing

10 (Begins in grade 3) EE.W.1.10

Speaking and Listening

Comprehension and Collaboration

1 Participate in conversations with adults. EE.SL.1.1

- a Engage in multiple-turn exchanges with supportive adults. EE.SL.1.1.A
- b Build on comments or topics initiated by an adult. EE.SL.1.1.B
- c Uses one or two words to ask questions related to personally relevant topics. EE.SL.1.1.C

2 During shared reading activities, answer questions about details presented orally or through other media. EE.SL.1.2

3 Communicate confusion or lack of understanding ("I don't know."). EE.SL.1.3

Presentation of Knowledge and Ideas

4 Identify familiar people, places, things, and events. EE.SL.1.4

5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. EE.SL.1.5

6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings. EE.SL.1.6

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onventions of Standard English

1 Demonstrate emerging understanding of letter and word use. EE.L.1.1

aa Write letters from own name. EE.L.1.1.AA

a Use frequently occurring nouns in communication. EE.L.1.1.A

b Use frequently occurring plural nouns in communication. EE.L.1.1.B

c With guidance and support, use familiar personal pronouns (e.g., I, me, and you). EE.L.1.1.C

d Use familiar present tense verbs. EE.L.1.1.D

e With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). EE.L.1.1.E

h With guidance and support, use common prepositions (e.g., on, off, in, out). EE.L.1.1.H

i With guidance and support, use simple question words (interrogatives) (e.g., who, what). EE.L.1.1.I

2 Demonstrate emerging understanding of conventions of standard English. EE.L.1.2

b With guidance and support during shared writing, put a period at the end of a sentence. EE.L.1.2.B

d With guidance and support, use letters to create words. EE.L.1.2.D

e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words. EE.L.1.2.E

Knowledge of Language

3 (Begins in grade 2) EE.L.1.3

Vocabulary Acquisition and Use

4 Demonstrate emerging knowledge of word meanings. EE.L.1.4

a Demonstrate understanding of words used in every day routines. EE.L.1.4.A

5 Demonstrate emerging understanding of word relationships. EE.L.1.5

a With guidance and support, sort common objects into familiar categories. EE.L.1.5.A

b With guidance and support, identify attributes of familiar words. EE.L.1.5.B

c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. EE.L.1.5.C