

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](#)

Integration 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-to-bottom 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

- 1 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](#)
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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](#)
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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](#)
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Range of Writing

- 10 (Begins in grade 3) [EE.W.1.10](#)
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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](#)
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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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Language

Conventions 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**