Louisiana English Language Arts

Grade 1

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Ask and respond to questions about key details in a text. RL.1

2 Retell stories, including key details, and determine the central message or lesson. RL.2

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

Craft and Structure

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

5 Explain the differences between books that tell stories and books that give information. RL.5

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

Integration of Knowledge and Ideas

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

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

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

Range of Reading and Level of Text Complexity

10 With prompting and support, read grade-level prose and poetry. RL.10

Reading Standards for Informational Text RI

Key Ideas and Details

1 Ask and respond to questions about key details in a text. RI.1

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

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

Craft and Structure

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

Skip to main content

5 Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text. RI.5

6 Distinguish between information provided by illustrations and information provided by the words in a text. RI.6

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

10 With prompting and support, read grade-level informational texts. RI.10

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling rea[illegible] to [illegible] the[illegible]

Print Concepts

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

a Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.A

b Print letters, words, and sentences legibly, leaving appropriate spaces between words. RF.1.B

Phonological Awareness

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

a Distinguish long from short vowel sounds in spoken single-syllable words. RF.2.A

b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.2.B

c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.2.C

d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.2.D

Phonics and Word Recognition

Skip to main content

not what they already know — to discern when particular children or activities warrant more or less attention. RF

3 Know and apply grade-appropriate phonics and word analysis skills in decoding words. RF.3

- a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs. RF.3.A
- b Decode and encode regularly spelled one-syllable words with known phonetic patterns. RF.3.B
- c Know final -e and common vowel team conventions for representing long vowel sounds. RF.3.C
- d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.3.D
- e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.3.E
- f Read grade-appropriate words with inflectional endings. RF.3.F
- g Read grade-appropriate irregularly spelled words, utilizing known spelling patterns. RF.3.G
- h Decode and encode simple words with r-controlled vowels. RF.3.H

Fluency

4 Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. RF.4

- a Read with automaticity and appropriate prosody or expression. RF.4.A
- b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.B

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address inc
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Text Types and Purposes

1 Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement. W.1

2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement. W.2

3 Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure. W.3

Production and Distribution of Writing

4 (Begins in grade 2) W.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.5

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

Skip to main content

esearch to Build and Present Knowledge

through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. W

7 Participate in shared research and writing projects. W.7

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

9 (Begins in grade 4) W.9

Range of Writing

10 (Begins in grade 3) W.10

Speaking and Listening Standard: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. SL.1

- a Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). SL.1.A
- b Build on others' ideas during conversations by responding to the comments of others through at least two relevant exchanges. SL.1.B
- c Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.C

2 Ask and respond to questions about key details in a text read aloud or information presented orally or through other media. SL.2

3 Ask and respond to questions about what a speaker says to gather additional information or seek clarification. SL.3

Presentation of Knowledge and Ideas

4 Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace. SL.4

5 Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays. SL.5

6 Produce complete sentences when appropriate to the task, audience, and situation. SL.6

Language Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each ye sta fu

Conventions of Standard English

Skip to main content

and understandings mastered in preceding grades. L

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

- a Legibly print all upper- and lowercase letters. L.1.A
- b Use common, proper, and possessive nouns. L.1.B
- c Use singular and plural nouns with matching verbs in basic sentences. L.1.C
- d Use personal and possessive pronouns. L.1.D
- e Use verbs to convey a sense of the past, present, and future. L.1.E
- f Use frequently occurring adjectives. L.1.F
- g Use frequently occurring conjunctions. L.1.G
- h Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives). L.1.H
- i Use frequently occurring prepositions. L.1.I
- j Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts L.1.J

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

- a Capitalize dates and names of people. L.2.A
- b Use appropriate punctuation for each sentence type. L.2.B
- c Use commas in dates and to separate single words in a series. L.2.C
- d Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words. L.2.D
- e Utilize known spelling patterns to encode untaught words. L.2.E

Knowledge of Language

3 (Begins in grade 2) L.3

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. L.4

- a Use sentence-level context to determine the meaning of a word or phrase. L.4.A
- b Use knowledge of frequently occurring affixes to interpret the meaning of a word. L.4.B
- c Identify frequently occurring root words and their inflectional forms. L.4.C

Skip to main content

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

   a Sort words into categories to gain a better understanding of the concepts the categories represent. L.5.A

   b Categorize words by describing one or more of their key distinguishing attributes. L.5.B

   c Identify real-life connections between words and their distinguishing characteristics. L.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.5.D

6 Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. L.6