Maine English Language Arts and Literacy Standards

Grade 1

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

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

- **a.** Capitalize dates and names of people. L.2.1.A
- **b.** Use end punctuation for sentences. L.2.1.B
- **c.** Use commas in dates and to separate single words in a series. L.2.1.C
- **d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.2.1.D
- **e.** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.2.1.E

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for an

L.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.1

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more fully when reading or listening. L.3

Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.4

L.4.1 **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.4.1

a. Use sentence-level context as a clue to the meaning of a word or phrase. L.4.1.A

b. Use frequently occurring affixes as a clue to the meaning of a word. L.4.1.B

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.4.1.C

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5

L.5.1 **With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** L.5.1

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.5.1.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.5.1.B

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). L.5.1.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.5.1.D

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6

L.6.1 **Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).** L.6.1

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

range of topics, types, and forums, building on others' ideas and expressing their own. SL.1	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 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
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2	**a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** SL.2.1.A **b. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** SL.2.1.B
Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3	**a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** SL.3.1.A **b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.** SL.3.1.B
Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4	**SL.4.1 Produce complete sentences when appropriate to task and situation.** SL.4.1
Demonstrate understanding of the organization and basic features of print. R.1	**R.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).** R.1.1
Demonstrate understanding of words, syllables, and sounds (phonemes). R.2	**a. Distinguish long from short vowel sounds in spoken single-syllable words.** R.2.1.A **b. Produce single-syllable words by blending sounds (phonemes), including consonant blends.** R.2.1.B **c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.** R.2.1.C **Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).** R.2.1.D

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Know and apply grade-level phonics and word analysis skills when decoding words. R.3	**a.** Know the spelling-sound correspondences for common consonant digraphs. R.3.1.A
	b. Decode regularly spelled one-syllable words. R.3.1.B
	c. Know final -e and common vowel team conventions for representing long vowel sounds R.3.1.C
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. R.3.1.D
	e. Decode two-syllable words following basic patterns by breaking the words into syllables. R.3.1.E
	f. Read words with inflectional endings. R.3.1.F
	g. Recognize and read grade-appropriate irregularly spelled words. R.3.1.G
Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. R.4	**R.4.1** Ask and answer questions about who, what, when, where, and how. R.4.1
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. R.5	**a.** Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. R.5.1.A
	b. Retell key details of texts, including the main topic. R.5.1.B
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.6	**a.** Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.6.1.A
	b. Describe the connection between two individuals, events, ideas, or pieces of information in a text. R.6.1.B
Interpret words and phrases as they are used in various texts, including determining tec an meanings, and analyze	**a.** Identify words and phrases in a text that suggest feelings or appeal to the senses. R.7.1.A
	b. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. R.7.1.B

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how specific word choices shape meaning or tone. R.7	
Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.8	a. Explain major differences between texts that tell stories and texts that give information, drawing on various text types. R.8.1.A
	b. Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text. R.8.1.B
Assess how perspective or purpose shapes the content and style of a text. R.9	a. Identify who is telling the story at various points in a text. R.9.1.A
	b. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. R.9.1.B
Evaluate the argument and specific claims in various texts. R.10	R.10.1 Identify the reasons an author or character gives to support points in a text. R.10.1
Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). R.11	a. Use illustrations and words in a text to describe its characters, setting, or events. R.11.1.A
	b. Compare and contrast the experiences of characters in various texts. R.11.1.B
	c. Use the illustrations and details in a text to describe its central idea. R.11.1.C
	d. Compare and contrast two texts on the same topic. R.11.1.D
Read with sufficient accuracy and fluency to support comprehension R.12	a. Read various on-level text with purpose and understanding. R.12.1.A
	b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings. R.12.1.B
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.12.1.C
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of an	a. Investigate questions by participating in shared research and writing projects. W.1.1.A
	b. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. W.1.1.B

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investigation while avoiding plagiarism. W.1	
Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2	**a.** 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.2.1.A
	b. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. W.2.1.B
Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose W.3	**a.** Print all upper- and lowercase letters. W.3.1.A
	b. Use a combination of drawing and writing to communicate a topic with details. W.3.1.B