New York English Language Arts - Next Generation

Grade 1

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

1R1. Develop and answer questions about key ideas and details in a text. 1R1

1R2. Identify a main topic or idea in a text and retell important details. 1R2

1R3. Describe characters, settings, and major events in a story, or pieces of information in a text. 1R3

Craft and Structure

1R4. Identify specific words that express feelings and senses. 1R4

1R5. Identify a variety of genres and explain differences between literary texts and informational texts. 1R5

1R6. Describe how illustrations and details support the point of view or purpose of the text. 1R6

Integration of Knowledge and Ideas

1R7. Use illustrations and details in literary and informational texts to discuss story elements and/or topics. 1R7

1R8. Identify specific information an author or illustrator gives that supports ideas in a text. 1R8

1R9. Make connections between self and text (texts and other people/world). 1R9

Foundational Skills

Print Concepts

1RF1. Demonstrate understanding of the organization and basic features of print. 1RF1

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 1RF1.A

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Phonological Awareness

1RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1RF2

a. Count, blend and segment single syllable words that include consonant blends. 1RF2.A

b. Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words. 1RF2.B

c. Manipulate individual sounds (phonemes) in single -syllable spoken words. 1RF2.C

Phonics and Word Recognition

1RF3. Know and apply phonics and word analysis skills in decoding words. 1RF3

a. Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th). 1RF3.A

b. Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams). 1RF3.B

c. Decode regularly spelled one-syllable words. 1RF3.C

d. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. 1RF3.D

e. Decode two-syllable words following basic patterns by breaking the words into syllables. 1RF3.E

f. Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked). 1RF3.F

g. Read most common high-frequency words by sight. 1RF3.G

Fluency

1RF4. Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. 1RF4

a. Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. 1RF4.A

b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 1RF4.B

Writing Standards

Text Types and Purposes

1W1. Write an opinion on a topic or personal experience; give two or more reasons to support that opinion. 1W1

1W2. Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. 1W2

1W3. Write narratives which recount real or imagined experiences or events or a short sequence of events. 1W3

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1W4. Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other). 1W4

1W5. Begins in grade 4. 1W5

Research to Build and Present Knowledge

1W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge. 1W6

1W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. 1W7

Speaking and Listening

Comprehension and Collaboration

1SL1. Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). 1SL1

- a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 1SL1.A
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1SL1.B
- c. Ask questions to clear up any confusion about topics and texts under discussion. 1SL1.C
- d. Consider individual differences when communicating with others. 1SL1.D

1SL2. Develop and answer questions about key details in diverse texts and formats. 1SL2

1SL3. Develop and answer questions to clarify what the speaker says and identify a speaker's point of view. 1SL3

Presentation of Knowledge and Ideas

1SL4. Describe familiar people, places, things, and events with relevant details expressing ideas clearly. 1SL4

1SL5. Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. 1SL5

1SL6. Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience. 1SL6

Language Standards

Knowledge of Language

1L3. Begins in grade 2 1L3

Vocabulary Acquisition and Use

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1L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 1L4

a. Use sentence-level context as a clue to the meaning of a word or phrase. 1L4.A

b. Use frequently occurring affixes as a clue to the meaning of a word. 1L4.B

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 1L4.C

1L5. Demonstrate understanding of word relationships and nuances in word meanings. 1L5

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1L5.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). 1L5.B

c. Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy). 1L5.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. 1L5.D

1L6. 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). 1L6

Conventions of Academic English/Language for Learning

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
    1. Print upper- and lowercase letters in their name L.1.1
        a. Print many upper- and lowercase letters L.1.1.A
        b. Print all upper- and lowercase letters. L.1.1.B
    2. Use frequently occurring nouns and verbs (orally) L.1.2
        a. Use frequently occurring nouns and verbs. L.1.2.A
    3. Use common, proper, and possessive nouns. L.1.3
    4. Use collective nouns (e.g., group). L.1.4
    5. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). L.1.5
    6. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). L.1.6
    7. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). L.1.7
    8. Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). L.1.8
    9. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.1.9
    10. Produce and expand complete sentences in shared language activities. L.1.10
    11. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.11
        a. Use reflexive pronouns (e.g., myself, ourselves). L.1.11.A
    12. Use verbs. L.1.12
        a. 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.1.12.A
        b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.1.12.B
    13. Use frequently occurring adjectives. L.1.13
        a. Use adjectives or adverbs appropriately. L.1.13.A
    14. Use frequently occurring conjunctions (e.g., and, but, or, so because). L.1.14
        a. Use frequently occurring transition words (e.g., first, then, therefore, finally) L.1.14.A
    15. Produce and expand complete sentences. L.1.15
        a. Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). L.1.15.A

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ore Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. L.2
    1. Attempt to write symbols or letters to represent words. L.2.1
    2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.2.2
        a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. L.2.2.A
        b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.2.2.B
        c. Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). L.2.2.C
    3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.2.3
    4. Consult reference materials as needed to check and correct spellings. L.2.4
    5. Recognize and name end punctuation. L.2.5
        a. Use end punctuation for sentences. L.2.5.A
    6. Capitalize the first letter of their name. L.2.6
        a. Capitalize the first word in a sentence and the pronoun I. L.2.6.A
        b. Capitalize dates and names of people. L.2.6.B
        c. Capitalize names, places, and holidays. L.2.6.C
    7. Use commas in dates and to separate single words in a series. L.2.7
        a. Use commas in greetings and closings of letters. L.2.7.A
    8. Use an apostrophe to form contractions and frequently occurring possessives. L.2.8