Ohio English Language Arts - Extended Learning Standards

Grade 1

Reading Standards and Literature

Key Ideas and Details

1 Ask and answer questions about key details in a text. RL.1.1

- a Ask and answer who, what, where or when questions to demonstrate understanding of text. RL.1.1.A
- b Answer who or what questions to demonstrate understanding of text. RL.1.1.B
- c select a question related to a shared text. RL.1.1.C
- d identify questions words (who, what, where, when, why, how) RL.1.1.D
- e take note of details as the text is shared - note with objects, pictures, words, symbols, etc. RL.1.1.E
- f when given the prompt “who” learner selects details to a question about characters RL.1.1.F
- g when given the prompt “where” learner selects details to a question about location or setting RL.1.1.G
- h when given the prompt “what” learner selects details to a question about plot or actions RL.1.1.H
- i Actively engage with shared text. RL.1.1.I
- j Actively engage with someone who is asking a question. RL.1.1.J

2 Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details. RL.1.2

- a Select a lesson or rule that was taught during the story. RL.1.2.A
- b Retell or sequence two events from a story. RL.1.2.B
- c Select two objects or pictures that represent two events from a story. RL.1.2.C
- d explore common threads between lessons and rules RL.1.2.D
- e define detail RL.1.2.E
- f define retell RL.1.2.F
- g retell events from personal experience RL.1.2.G
- h retell events told by others RL.1.2.H
- i retell events from text RL.1.2.I
- j Actively engage during the sharing of literary text. RL.1.2.J

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3 Describe characters, settings, and major events in a story, using key details. RL.1.3

- a Describe changes in characters, settings and/or major events in a story (e.g., sad to happy, city to country, gathering vegetables to making soup). RL.1.3.A
- b Match characters with traits, or settings with story events. RL.1.3.B
- c Recognize characters, settings or events in a story. RL.1.3.C
- d explore that many events make up a story from beginning to end RL.1.3.D
- e events contain characters - who, settings and details RL.1.3.E
- f Actively engage during the sharing of any story. RL.1.3.F

Craft and Structure

4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4

- a Identify emotion and sensory words in a story, poem or song RL.1.4.A
- b Identify words in a story, poem or song that suggest feelings. RL.1.4.B
- c Select story, poem or song about feelings or senses. RL.1.4.C
- d Identify feelings words RL.1.4.D
- e Identify sensory words RL.1.4.E
- f correlate feelings with emotions in social experiences RL.1.4.F
- g explore the all 7 senses (see, hear, taste, touch, smell, proprioception, vestibular) RL.1.4.G
- h Actively engage during the sharing of stories about feelings or senses. RL.1.4.H

5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. RL.1.5

- a Identify at least one characteristic of informational texts (non-fiction) and one characteristic of literary texts (fiction). RL.1.5.A
- b Select a book that provides real life information. RL.1.5.B
- c Select a book that tells a story. RL.1.5.C
- d explore a wide range of text types RL.1.5.D
- e sort text types into informational or literary groups RL.1.5.E
- f list characteristics of literary text RL.1.5.F
- g list characteristics of informational text RL.1.5.G
- h locate text features in books (table of contents, photographs, tables or charts, glossary, story beginning, story ending, etc.) RL.1.5.H
- i Actively engage during the sharing of both fiction and non-fiction. RL.1.5.I

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6 Identify who is telling the story at various points in a text. RL.1.6

- a Match pictures or objects to identify who is telling a story. RL.1.6.A
- b Match a character to what they say in the story. RL.1.6.B
- c Identify the character(s) in a story RL.1.6.C
- d describe that a variety of people can tell the story (author, narrator, main character, other character) RL.1.6.D
- e model or describe that each character can “speak” with a different voice RL.1.6.E
- f locate quotation marks RL.1.6.F
- g identify that quotation marks indicate character speech RL.1.6.G
- h locate character names RL.1.6.H
- i locate the word “said” - indicating a character was speaking RL.1.6.I
- j Actively engage with the person telling the story. RL.1.6.J
- k Actively engage with one or more character voices. RL.1.6.K

Integration of Knowledge and Ideas

7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7

- a Select object, image or word to represent two or more events from a story RL.1.7.A
- b Use illustrations or concrete objects that relate to a story’s characters or setting. RL.1.7.B
- c Indicate elements of character(s) or setting in a picture from a text. RL.1.7.C
- d identify illustrations as pictures from a story RL.1.7.D
- e identify characters as people or animals in a text RL.1.7.E
- f identify setting as the place(s)/locations in a text RL.1.7.F
- g match images/objects to text as it is read as a reminder of people, places or events RL.1.7.G
- h indicate details of interest from a story RL.1.7.H

8 Not applicable to literature RL.1.8

- a Not applicable to literature RL.1.8.A

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9 Compare and contrast the adventures and experiences of characters in stories. RL.1.9

- a Identify similarities or differences between events in two versions of a story. RL.1.9.A
- b Map three or more events (e.g. beginning, middle, end - per story) using pictures, objects or words for two versions of a story. RL.1.9.B
- c Match similarities of characters in two versions of a story. RL.1.9.C
- d identify characters as people or animals in a text RL.1.9.D
- e define compare RL.1.9.E
- f define similarity RL.1.9.F
- g define difference RL.1.9.G
- h define contrast RL.1.9.H
- i use a graphic organizer to map details from a story RL.1.9.I
- j define adventure RL.1.9.J
- k define experience RL.1.9.K
- l define story event RL.1.9.L
- m Actively engage during the sharing of two versions of the same story RL.1.9.M

Range of Reading and Level of Text Complexity

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10 With prompting and support, read prose and poetry of appropriate complexity for grade. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RL.1.10

- a Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection. RL.1.10.A
- b With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences. RL.1.10.B
- c While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded. RL.1.10.C
- d Actively engage in group reading activities that activate text-to-text comparisons, and connections. RL.1.10.D
- e With prompting and support decode and read CCVC words within a grade-level decodable text. RL.1.10.E
- f Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RL.1.10.F
- g Decode words with three-consonant blends. RL.1.10.G
- h Build words with three-consonant blends. RL.1.10.H
- i Identify words with three-consonant blends. RL.1.10.I
- j Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RL.1.10.J
- k Decode words with two-consonant blends. RL.1.10.K
- l Build words with two-consonant blends. RL.1.10.L
- m Identify words with two-consonant blends. RL.1.10.M
- n Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RL.1.10.N
- o Decode words with digraphs. RL.1.10.O
- p Build words with digraphs. RL.1.10.P
- q Identify words with digraphs RL.1.10.Q
- r Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RL.1.10.R
- s With prompting and support decode and read CVC words within a grade level text. RL.1.10.S
- t Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RL.1.10.T
- u Identify words with common phonemic VC word patterns (word families) RL.1.10.U
- v Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RL.1.10.V

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w Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RL.1.10.W

x Name the 5 vowels RL.1.10.X

y Name 21 consonants RL.1.10.Y

z Articulate the 5 short vowel sounds RL.1.10.Z

aa break orally given word into phonemes RL.1.10.AA

ab break an orally given word into onset/first sound and rime RL.1.10.AB

ac break an orally given word into syllables RL.1.10.AC

ad Actively engage in group reading activities that activate text-to-self connections. RL.1.10.AD

ae Select texts related to prior experiences. RL.1.10.AE

af Communicate about prior experiences. RL.1.10.AF

ag Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RL.1.10.AG

ah Actively participate in grade-level/age-appropriate literature activities using adapted materials as needed. RL.1.10.AH

ai Actively engage in grade-level/age-appropriate literature materials. RL.1.10.AI

aj communicate about prior experiences RL.1.10.AJ

ak Actively engage in group reading activities. RL.1.10.AK

Reading Standards for Informational Text

Key Ideas and Details

1 Ask and answer questions about key details in a text. RI.1.1

a Answer question to demonstrate understanding of one or more concrete details from informational text. RI.1.1.A

b Link given question to key details provided within informational text. RI.1.1.B

c Ask a question to gain understanding of informational text. RI.1.1.C

d Associate who questions with people RI.1.1.D

e Associate where questions with geographic location RI.1.1.E

f Associate when questions with time RI.1.1.F

g Associate what questions with topic and details RI.1.1.G

h Take note of details as the text is shared - note with objects, pictures, words, symbols, etc. RI.1.1.H

i Actively engage with shared informational text. RI.1.1.I

j Actively engage with someone who is asking a question. RI.1.1.J

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2. Analyze informational text development. a. Identify the main topic. b. Retell key details of a text. RI.1.2
    a. Analyze the process for developing informational text (i.e. identify topic, add key details, etc.) RI.1.2.A
    b. Retell details from informational text RI.1.2.B
    c. Recall details from informational text RI.1.2.C
    d. Record details as text is read RI.1.2.D
    e. As text is read, identify details that describe main topic RI.1.2.E
    f. Engage while text is read aloud or read text RI.1.2.F
    g. Identify the topic of a given text RI.1.2.G
    h. Select informational text containing the topic of choice RI.1.2.H
    i. Select a topic to research RI.1.2.I
    j. Engage with informational text on a topic of choice RI.1.2.J
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3
    a. Describe the connections between events, ideas, information, or individuals in a text. RI.1.3.A
    b. Describe two one or more events, ideas, or individuals from a text. RI.1.3.B
    c. Identify two events, ideas, or individuals from a text. RI.1.3.C
    d. identify individuals as people within informational text RI.1.3.D
    e. identify information, events and ideas as details from within informational text RI.1.3.E
    f. select, identify or describe a detail from a shared informational text RI.1.3.F
    g. compare two shared informational text with prompting and support RI.1.3.G
    h. identify the similarities and differences between two shared informational texts RI.1.3.H
        1. Note: Describe refers to giving an account that includes all the relevant information. RI.1.3.H.1
        2. Note: Connection refers to a relationship or having something in common. RI.1.3.H.2
    i. Connections can be made when two individuals, events, ideas, or pieces of information in a text have something in common. RI.1.3.I
    j. When you describe a connection, you tell or explain how two individuals, events, ideas, or pieces of information in a text share something in common. RI.1.3.J
    k. Actively engage in activities where text information is shared and connected. RI.1.3.K

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4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.4

- a Identify words whose meaning is familiar and those whose meaning is unfamiliar. RI.1.4.A
- b Describe that words have meaning beyond just naming the word by sight. RI.1.4.B
- c Identify a word and/or a phrase (vs. a letter or a number, or a sentence or paragraph). RI.1.4.C
- d Ask questions RI.1.4.D
- e Answer orally presented questions RI.1.4.E
- f give associations to everyday life that help develop meaning in unknown words or phrases RI.1.4.F
- g use word study strategies from all brain processors (phonology, orthography, phonics, semantics and syntax) to develop word meaning in auditorily presented text (break word into onset and rime, break word into syllables, sight words, root words, morphemes, break word into phonemes, simple parts of speech, etc.) RI.1.4.G
- h Actively engage during Q & A about informational text vocabulary. RI.1.4.H
- i Actively engage with objects, tactile graphics or other sensory experiences related to better understand the meaning of words in a text. RI.1.4.I

5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.5

- a Identify text features (e.g., headings, table of contents, glossaries) used in informational text. RI.1.5.A
- b Match the glossary with the back of the book. RI.1.5.B
- c Match the table of contents with the front of the book. RI.1.5.C
- d hold the book upright RI.1.5.D
- e hold the book front facing RI.1.5.E
- f turn pages in a book moving from front to back RI.1.5.F
- g indicate the cover of the book RI.1.5.G
- h indicate the pages in a book RI.1.5.H
- i identify the pictures in a book RI.1.5.I
- j identify the pictures in a book RI.1.5.J
- k indicate the title of the book RI.1.5.K
- l indicate the author of a book RI.1.5.L
- m identify page numbers in a text RI.1.5.M
- n identify large or bold text as important text features (possibly headings, key terms, titles, etc.) RI.1.5.N
- o Actively engage in the handling of a book. RI.1.5.O

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6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.6

- a Compare pictures or other illustrations to see if they provide the same or different information than the information provided by the words in a text. RI.1.6.A
- b Identify pictures or words in an informational text that provide an idea or information. RI.1.6.B
- c Identify a picture that provides information in a text. RI.1.6.C
- d Identify the author of a text. RI.1.6.D
- e Define the author's role in presenting the ideas or information in a text. RI.1.6.E
- f Name the illustrator of a text. RI.1.6.F
- g Define the illustrator's role in presenting the ideas or information in a text. RI.1.6.G
- h Actively engage with illustrations or content in shared informational text. RI.1.6.H

7 Use the illustrations and details in a text to describe its key ideas. RI.1.7

- a Use illustrations and details from a text to describe key ideas. RI.1.7.A
- b Identify ideas found in illustrations and those found in text. RI.1.7.B
- c Distinguish between print and illustrations in informational text. RI.1.7.C
- d Communicate thoughts about a text RI.1.7.D
- e listen during shared informational text RI.1.7.E
- f indicate when text matches visual supports in text RI.1.7.F
- g Listen for, and indicate when, information that matches a given illustration from a text. RI.1.7.G
- h Point out matching keywords in both text and illustrations. RI.1.7.H
- i Actively engage in shared informational text that contains illustrations. RI.1.7.I

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8 Identify the reasons an author gives to support points in a text. RI.1.8

- a Identify one or more reasons/facts an author gives to support their own words in written text. RI.1.8.A
- b Identify that authors of informational texts use proven facts to support their own words. RI.1.8.B
- c Identify that authors of informational texts write using facts. RI.1.8.C
- d Identify refers to recognizing and/or naming. RI.1.8.D
- e Reasons refers to causes or explanations. RI.1.8.E
- f Author refers to a person who presents ideas or information in written form. RI.1.8.F
- g Points refers to ideas, opinions, or claims. RI.1.8.G
- h Indicate the author's name or picture on/in a given text. RI.1.8.H
- i Indicate the author who wrote a given text. RI.1.8.I
- j Identify one or more topics the author writes about in a text. RI.1.8.J
- k Match one of the author's topics to one or more supporting detail from the text. RI.1.8.K
- l identify the difference between fact and fiction RI.1.8.L
- m identify that facts are proven points of information RI.1.8.M
- n Actively engage in shared informational text that contains a topic of interest. RI.1.8.N

9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9

- a Describe similarities and differences between two versions of a text on the same topic. RI.1.9.A
- b Identify the similarities in two texts that address the same topic. RI.1.9.B
- c Identify two texts that have similar topics. RI.1.9.C
- d Topic refers to a subject or focus of a text. RI.1.9.D
- e Illustrations refers to the pictures, drawings, or visual aids that provide a visual representation of some part of the text. RI.1.9.E
- f Descriptions refers to an account that includes all the relevant features or characteristics. RI.1.9.F
- g Procedures refers to a series of steps that build on one another and lead to an outcome. RI.1.9.G
- h Identify similarities as being the same or alike, but not identical. RI.1.9.H
- i Identify differences as not alike. RI.1.9.I
- j Actively engage during the sharing of two informational texts on the same topic. RI.1.9.J

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Range of Reading and Level of Text Complexity

10 With prompting and support, read informational texts appropriately complex for grade 1. RI.1.10

- a By the end of year, read decodable, informational texts, using the skills outlined below. RI.1.10.A
- b With prompting and support decode and read CCVC words within a grade-level decodable text. RI.1.10.B
- c Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RI.1.10.C
- d Decode words with three-consonant blends. RI.1.10.D
- e Build words with three-consonant blends. RI.1.10.E
- f Identify words with three-consonant blends. RI.1.10.F
- g Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RI.1.10.G
- h Decode words with two-consonant blends. RI.1.10.H
- i Build words with two-consonant blends. RI.1.10.I
- j Identify words with two-consonant blends. RI.1.10.J
- k Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RI.1.10.K
- l Decode words with digraphs. RI.1.10.L
- m Build words with digraphs. RI.1.10.M
- n Identify words with digraphs. RI.1.10.N
- o Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RI.1.10.O
- p With prompting and support decode and read CVC words within a grade level text. RI.1.10.P
- q Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RI.1.10.Q
- r Identify words with common phonemic VC word patterns (word families) RI.1.10.R
- s Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RI.1.10.S
- t Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RI.1.10.T
- u Articulate the 5 short vowel sounds RI.1.10.U
- v Break orally presented word into phonemes RI.1.10.V
- w Break an orally presented word into onset/first sound and rime RI.1.10.W
- x Break orally presented word into syllables RI.1.10.X

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y Actively participate in reading activities using orally presented and text-based, 1st grade-level, age-appropriate, informational texts, using scaffolding and adaptations as needed. RI.1.10.Y

z Actively engage in reading activities using orally presented and text-based, 1st grade-level, informational texts, using scaffolding and adaptations as needed. RI.1.10.Z

Reading Standards: Foundational Skills

Print Concepts

1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) RF.1.1

a Identify organizational features of a sentence (e.g., words, capitalization ending punctuation). RF.1.1.A

b Track words from left to right, top to bottom, and note correct page orientation. RF.1.1.B

c Identify that words refers to specific combinations of written letters that represent a spoken word. RF.1.1.C

d Alphabet refers to a system of letters in a fixed order that represents the sounds of the language. RF.1.1.D

e Uppercase letters refers to the capital letters in the alphabet. RF.1.1.E

f Lowercase letters refers to the smaller form of the letters in the alphabet. RF.1.1.F

g Most letter names are closely related to their corresponding sound. RF.1.1.G

h Follow words from left to right, top to bottom, and page by page. RF.1.1.H

i Recognize that spoken words are represented in written language by specific sequences of letters. RF.1.1.I

j Show that words are separated by spaces in print. RF.1.1.J

k Identify all upper- and lowercase letters of the alphabet. RF.1.1.K

l Name all upper- and lowercase letters of the alphabet. RF.1.1.L

m Print carries a message. RF.1.1.M

n Print is organized in a specific format to convey meaning. RF.1.1.N

o Letters are written symbols that represent the sounds of language. RF.1.1.O

p In print, spaces separate words to help the reader know where a word begins and ends. RF.1.1.P

q Knowing the letter names can support recalling the sound of the letter (e.g., b, d, z). RF.1.1.Q

Phonological Awareness

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2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish ling from short vowel sounds in spoken single syllable words. b. Orally produce singlesyllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial medial vowel, and final phonemes in spoken singlesyllable words. d. Segment spoken singlesyllable words. RF.1.2

- a Identify the ending sound of a word. RF.1.2.A
- b Identify the beginning sound of the name of an object. RF.1.2.B
- c Demonstrate understanding of spoken words, syllables and sounds (e.g., tap/clap syllables of a word). RF.1.2.C
  - 1 Note: In the hierarchy of phonological awareness spoken whole words and word parts comes before onset and rime. RF.1.2.C.1
- d Recognize rhyming words. RF.1.2.D
- e Produce rhyming words. RF.1.2.E
- f Count syllables in spoken words. RF.1.2.F
- g Pronounce syllables in spoken words. RF.1.2.G
- h Blend syllables in spoken words. RF.1.2.H
- i Segment syllables in spoken words. RF.1.2.I
- j Blend onsets and rimes in single-syllable spoken words. RF.1.2.J
- k Segment onsets and rimes in single-syllable spoken words. RF.1.2.K
- l Isolate and pronounce the initial sound in CVC words RF.1.2.L
- m Isolate and pronounce the medial vowel sound in CVC words RF.1.2.M
- n Isolate and pronounce the final sound in CVC words. RF.1.2.N
- o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.1.2.O

Phonics and Word Recognition

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3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3

- a Produce (orally or augmented) the primary or most frequent sound for each consonant and vowel. RF.1.3.A
- b Distinguish between similarly spoken words by identifying the letters where the sound differs RF.1.3.B
- c Stretch spoken words by individual sounds then state or select the whole word. RF.1.3.C
- d Know the spelling-sound correspondences RF.1.3.D
- e Determine the number of syllables in a printed word. RF.1.3.E
- f Listen for sound differences RF.1.3.F
- g Specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee). RF.1.3.G
- h Every syllable must have a vowel sound. RF.1.3.H
- i There are six types of written syllable patterns. RF.1.3.I
- j Know the six types of written syllable patterns. RF.1.3.J
- k Words can have common endings (e.g., -s, -ed, -ing). RF.1.3.K
- l Irregularly spelled words refers to words that are not spelled as they sound (e.g., above, country, again). RF.1.3.L
- m Breaking words into syllables supports decoding multi-syllable words. RF.1.3.M
- n A word has as many syllables as it has vowel sounds. RF.1.3.N
- o Engage during phonics lessons RF.1.3.O
- p Engage during letter/sound decoding activities RF.1.3.P
- q Engage with letters representing first sounds in words RF.1.3.Q

Fluency

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4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4

- a Read grade-level text with fluency to support understanding. RF.1.4.A
- b Read grade-level text orally with increased accuracy and fluency on successive readings. RF.1.4.B
- c Decode words with common endings (e.g., -s, -ed, -ing). RF.1.4.C
- d Demonstrate the spelling-sound correspondences during decoding RF.1.4.D
- e Break words into syllables to support decoding multi-syllable words. RF.1.4.E
- f Identify syllables within a printed word RF.1.4.F
- g Orally break up a given word into syllables RF.1.4.G
- h A word has as many syllables as it has vowel sounds. RF.1.4.H
- i Use context to confirm or self-correct word recognition, rereading as necessary. RF.1.4.I
- j Use decoding skills to self-correct, rereading word as necessary. RF.1.4.J
- k Decode CVC words with automaticity and fluency RF.1.4.K
- l Decode predictable short vowels with automaticity and fluency RF.1.4.L
- m Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second) RF.1.4.M
- n Stretch spoken words by individual sounds then state or select the whole word. RF.1.4.N
- o Represent sound for each letter in alphabet with automaticity RF.1.4.O
- p Demonstrate letter-sound knowledge with increasing automaticity RF.1.4.P
- q Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second) RF.1.4.Q
- r Demonstrate foundational knowledge in phonological/phonemic awareness RF.1.4.R
- s Actively participate in supported grade-level/age-appropriate, adapted texts. RF.1.4.S
- t Actively engage with letters, sounds, and words. RF.1.4.T
- u Engage during phonics lessons RF.1.4.U
- v Engage during letter/sound decoding activities RF.1.4.V
- w Engage with letters representing first sounds in words RF.1.4.W
- x Note: see RL.1.10 and RI.1.10 and all RF standards for additional skills in this sequence. RF.1.4.X

1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.1

- a Generate written text (from direct selection using words, photographs, icons, objects, augmentative communication system, sign language, etc.) stating a basic opinion on a topic. W.1.1.A
- b Identify an opinion as one's own thoughts or feelings about something W.1.1.B
- c Communicate a personal thought about a topic or book W.1.1.C
- d Actively participate in communication/writing opportunities (using individualized modes and methods). W.1.1.D
- e Engage in activities where opinions are shared W.1.1.E

2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2

- a Generate text that explains a topic in detail. W.1.2.A
- b Generate written text about a topic, and provide one fact about the topic. W.1.2.B
- c Identify/communicate at least one fact about a topic. W.1.2.C
- d Choose an object that represents a writing topic. W.1.2.D
- e Engage with objects that represent potential writing topics. W.1.2.E
- f Engage with a person, activity or object to show interest in a topic. W.1.2.F

3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.3

- a Integrate temporal words into writing to convey sequence of events. W.1.3.A
- b Order details in writing to convey a sequence of events. W.1.3.B
- c Tell about two or more details from a selected event. W.1.3.C
- d Select an event to describe. W.1.3.D
- e Actively participate in events with two or more sequential details. W.1.3.E
- f Engage during sequenced events in daily activity. W.1.3.F

Production and Distribution of Writing

4 (Begins in grade 3) W.1.4

- a (Begins in grade 3) W.1.4.A

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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.1.5

- a Describe what others suggest to strengthen writing. W.1.5.A
- b Elaborate on a written topic by adding multiple details. W.1.5.B
- c Listen to questions and feedback about writing. W.1.5.C
- d Share writing with others for feedback. W.1.5.D
- e Transfer communicated topic and details into print. (e.g. record voice using speech to text W.1.5.E
- f Communicate multiple points on one topic. W.1.5.F
- g Elaborate on a communicated message following a question. W.1.5.G
- h Write or communicate on topic without straying. W.1.5.H
- i Select a topic for writing or conversation. W.1.5.I
- j Engage when asked a question. W.1.5.J

6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6

- a Use digital tools that offer collaboration features. W.1.6.A
- b With guidance and support, use digital tools to produce and publish writing. W.1.6.B
- c Use digital tools to capture communicated ideas, thoughts and feelings. W.1.6.C
- d With guidance and support, explore and use digital tools used to communicate thoughts, feelings, ideas, etc. W.1.6.D
- e Identify digital tools that can be used for writing. W.1.6.E
- f Engage with digital tools used for communication/writing. W.1.6.F

Research to Build and Present Knowledge

7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).. W.1.7

- a Develop shared writing with a peer. W.1.7.A
- b Collaborate to take notes on a shared topic. W.1.7.B
- c Recall information from research, using notes, outline task analysis, picture sequence, etc., to use in another application. (e.g. construction project, cooking experience, plan a trip, develop a report, sequence of events, etc.) W.1.7.C
- d Identify directions or how-to sequence of instructions, or other notable research information in a text. W.1.7.D
- e Select/share a topic of interest for research. W.1.7.E
- f Identify a “how-to” book from an array of informational text. W.1.7.F
- g Engage with “how-to” books on a topic of choice. W.1.7.G
- h Engage with peer during a shared research or writing project. W.1.7.H

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8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8

- a Select a detail from experiences or research to answer a question. W.1.8.A
- b With scaffolding and support, respond with an answer (using any mode of communication) when a question mark is seen in print. W.1.8.B
- c Demonstrate knowledge that a question mark is a printed indicator of a question. W.1.8.C
- d Order pictures from an experience to demonstrate recall of information. W.1.8.D
- e Recall information from a daily experience by reviewing pictures taken of the event. W.1.8.E
- f Engage in daily experiences. W.1.8.F

9 (Begins in grade 4) W.1.9

- a (Begins in grade 4) W.1.9.A

Range of Writing

10 (Begins in grade 3) W.1.10

- a (Begins in grade 3) W.1.10.A

Speaking and Listening Standards

Comprehension and Collaboration

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1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.1
    a. Participate in group discussions about 1st grade appropriate topics and text. SL.1.1.A
    b. Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking. SL.1.1.B
    c. Ask questions for clarification. SL.1.1.C
    d. Actively participate in supported conversations about 1st grade appropriate topics and text. SL.1.1.D
    e. Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking SL.1.1.E
    f. Continue a conversation through multiple exchanges. SL.1.1.F
    g. Actively participate in conversation about 1st grade appropriate topics or text. SL.1.1.G
    h. Actively listen to others. SL.1.1.H
    i. Respond to a question. SL.1.1.I
    j. Use any mode of communication to participate in a collaborative conversation. SL.1.1.J
    k. Engage in communication opportunities. SL.1.1.K
2. Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally). SL.1.2
    a. Ask a question related to the text read-aloud by providing key details from the text or other media. SL.1.2.A
    b. Answer a question related to the text read-aloud. SL.1.2.B
    c. Indicate interest or inquiry about text vocabulary, pictures, minor details, topic, author, etc. SL.1.2.C
    d. Actively participate in text read aloud, in various formats, by actively engaging and/or commenting. SL.1.2.D
    e. Engage during shared read-alouds. SL.1.2.E

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3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.3

- a Ask a question inquire further about the speaker's topic. SL.1.3.A
- b Recall one detail shared by the speaker following a general question. (e.g. What was your favorite detail speaker shared? What do you remember? What was this presentation about? etc.) SL.1.3.B
- c Ask for assistance. SL.1.3.C
- d Answer questions. SL.1.3.D
- e Communicate with others. SL.1.3.E
- f Repeat communication attempt until understood. SL.1.3.F
- g Establish a mode of communication that is understood by others SL.1.3.G
- h Establish a mode of communication that flexibly includes age-appropriate topics and skills SL.1.3.H
- i Seek opportunities for purposeful interactions with others. SL.1.3.I
- j Actively attend to a speaker. SL.1.3.J
- k Actively engage with others to get attention when in need. SL.1.3.K

Presentation of Knowledge and Ideas

4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.4

- a Describe a person, place, thing, or event from a personal experience. SL.1.4.A
- b Express feelings about a familiar topic (person, place, thing, or event). SL.1.4.B
- c Select a familiar topic (person place, thing, or event) for discussion. SL.1.4.C
- d participate in interest inventories/surveys about preferences SL.1.4.D
- e create a circles graph referencing people who are personal friends or family members and others who are acquaintances or strangers SL.1.4.E
- f share personal experiences in a journal or share time SL.1.4.F
- g share about familiar things during show and tell SL.1.4.G
- h participate in autobiography (All About Me) activities SL.1.4.H
- i Actively participate in selection of familiar people, things, events places with which to interact. SL.1.4.I
- j Actively engage with familiar people in familiar places, with familiar things and/or during familiar events. SL.1.4.J
- k Actively participate in events with familiar people, places, things. SL.1.4.K

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5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5

- a Pair visuals with text to clarify ideas and make meaning. SL.1.5.A
- b Select or draw details in pictures to add meaning to a story or experience SL.1.5.B
- c Select one or more picture(s) that represents a story or experience. SL.1.5.C
- d Use pictures to communicate feelings, needs, thoughts or ideas. SL.1.5.D
- e Engage with pictures that can be used to communicate. SL.1.5.E

6 Produce complete sentences when appropriate to task and situation. SL.1.6

- a Communicate appropriately to task or situation. (on topic, in response to question or prompt) SL.1.6.A
- b Communicate using a complete sentence. SL.1.6.B
- c Communicate using simple sentence containing a subject and verb. SL.1.6.C
- d Communicate using multi-word responses. SL.1.6.D
- e Communicate using one picture or word. SL.1.6.E
- f Engage with a communication partner. SL.1.6.F

Language Standards **Conventions of Standard English**

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1 Demonstrate command of the conventions of standard a. English grammar and usage when writing or speaking. b. Print all upper-and lowercase letters. c. Use common, proper, and possessive nouns. d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). f. 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). g. Use frequently occurring adjectives. h. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., during, beyond, toward). k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1

a Upper- and lower-case letters; L.1.1.A

b Common nouns, verbs and pronouns; L.1.1.B

c Question words; L.1.1.C

d Adjectives (e.g., big, little); L.1.1.D

e Conjunctions (e.g., and, but); and L.1.1.E

f Prepositions. (.e.g., under, on). L.1.1.F

g Upper- and lower-case letters; L.1.1.G

h Common nouns, verbs and pronouns L.1.1.H

i Question words; L.1.1.I

j Adjectives; and L.1.1.J

k Simple sentences. L.1.1.K

l Communicate during writing or speaking using two or more word combinations during a shared writing or speaking activity L.1.1.L

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2

- a Write letters representing sounds in simple words. L.1.2.A
- b Match letter sounds to letters in print. L.1.2.B
- c Order and manipulate the sounds in simple words. L.1.2.C
- d identify a sentence as beginning with a capital letter and ending with punctuation L.1.2.D
- e select types of punctuation L.1.2.E
- f match punctuation mark with sentence type L.1.2.F
- g identify one or more reasons we capitalize words L.1.2.G
- h capitalize own name L.1.2.H
- i identify letters as sounds in speech and writing L.1.2.I
- j say or identify each of the short vowel sounds L.1.2.J
- k say or identify each of the consonant sounds (most commonly used) L.1.2.K
- l match sounds in simple words to placeholders for letters (Elkonin boxes with chips) L.1.2.L
- m match letter sounds in simple words to letter tiles or letter shapes L.1.2.M
- n Actively engage during phonological awareness and phonics activities. L.1.2.N

Knowledge of Language

3 (Begins in grade 2) L.1.3

- a (Begins in grade 2) L.1.3.A

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4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). L.1.4

- a Identify the new meaning of a word when a root word is paired with a prefix or suffix. (e.g. dog + s = more than one dog OR re + tie = tie again) L.1.4.A
- b Identify a root word as a whole word inside a larger word. L.1.4.B
- c L.K2.3c Identify familiar objects or pictures that represent new 1st grade words. L.1.4.C
- d Actively participate in word meaning (vocabulary syntax and semantics) activities. L.1.4.D
- e With modeling and support break words into syllables orally L.1.4.E
- f With modeling and support break words into syllables visually L.1.4.F
- g Identify that many word parts have meaning L.1.4.G
- h Identify that there are different types of words (compound, past tense, plural, contractions, etc.) L.1.4.H
- i Identify a root word as a whole word inside a larger word L.1.4.I
- j Pair words with meaning and concrete examples from everyday life L.1.4.J
- k Actively engage in word meaning activities. L.1.4.K

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5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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.1.5

- a With modeling and scaffolding order three or more words from least intense to most intense to show shades of meaning. (e.g. big, bigger, biggest) L.1.5.A
- b Describe attributes of familiar or newly learned words to develop meaning. L.1.5.B
- c Sort objects paired with words into categories representing meaning (themes, everyday groupings, experiences, settings, etc.) L.1.5.C
- d learn that more than one word can be used to convey similar meaning L.1.5.D
- e Select word choice to add detail and intensity to what we speak and write L.1.5.E
- f Select words from categories that can be used to write on specific topics L.1.5.F
- g Identify that adjectives, verbs and nouns can be used to describe other words - attributes L.1.5.G
- h Use words can be used to describe everyday people and places L.1.5.H
- i Select words help us understand what others are trying to tell us L.1.5.I
- j Use words to help others understand ideas, thoughts, feelings, etc. L.1.5.J
- k Identify that every word has meaning L.1.5.K
- l Combine words into phrases, sentences, paragraphs and books to tell more and more about a topic L.1.5.L
- m Actively engage in word development activities. L.1.5.M

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6 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.1.6

a Identify conjunctions as word that connects (sentences) or expands ideas (clauses). L.1.6.A

b Select words and phrases that apply to everyday events L.1.6.B

c Mimic the speech of others L.1.6.C

d Chorally respond by saying repeat lines in text L.1.6.D

e Listen to language then describe meaning L.1.6.E

f Listen to the words and phrases used by peers, adults and in texts L.1.6.F

g Analyze words used in oral language experiences as having a part of speech L.1.6.G

h Use parts of speech to create simple sentences L.1.6.H

i Select words and phrases from oral language experiences that include conjunctions. L.1.6.I

j Actively participate during activities by interjecting words or phrases that include a conjunction. L.1.6.J

k Actively engage during oral language experiences. L.1.6.K