Ohio English Language Arts

Grade 1

Reading Literature RL

1. Ask and answer questions about key details in a literary text (e.g., story, drama, poem). RL.1.1
2. Demonstrate understanding of literary texts by retelling stories with key details and explaining the central message or lesson. RL.1.2
3. Describe characters, settings, and major events using key details, and tell how these elements contribute to the story. RL.1.3
4. Identify and explain words and phrases in literary texts that describe feelings or sensory experiences and discuss how they help the reader understand the story. RL.1.4
5. Explain the differences between literary and informational texts by identifying their purpose, structure, and key features. RL.1.5
6. Identify who is telling the story at various points in a literary text and explain how the narrator or speaker affects the story. RL.1.6
7. Use illustrations and key details to describe characters, settings, and major events and tell how the visuals support understanding of the story. RL.1.7
8. (Not applicable to literature) RL.1.8
9. Compare and contrast the adventures and experiences of characters in literary texts. RL.1.9
10. With adult support, utilize background knowledge and draw on previous experiences to describe or compare details across grade-appropriate literary texts. RL.1.10

Reading Informational RI

1. Ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text). RI.1.1
2. Retell facts and ideas from an informational text, including the main topic and key details. RI.1.2
3. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. RI.1.3

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4 **Ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.** RI.1.4

5 **Use text features (such as headings, table of contents, glossaries, and icons) to locate and understand key facts or information in an informational text.** RI.1.5

6 **Distinguish between information provided by illustrations and information provided by words and explain how each contributes to understanding the topic.** RI.1.6

7 **Use the illustrations and details in an informational text to describe and understand its key ideas.** RI.1.7

8 **Identify the evidence an author gives in an informational text and tell how they support key ideas.** RI.1.8

9 **Identify and describe basic similarities and differences in the information, illustrations, or procedures between two informational texts on the same topic.** RI.1.9

10 **With scaffolding provided, use background knowledge and previous experiences to describe or compare details in grade- appropriate informational texts.** RI.1.10

Reading Foundations RF

1 **Demonstrate understanding of the organization and basic features of a sentence:** RF.1.1

- a Recognize that a sentence begins with a capital letter. RF.1.1.A
- b Recognize that a sentence ends with punctuation (period, question mark, or exclamation point). RF.1.1.B
- c Understand that words in a sentence are separated by spaces. RF.1.1.C
- d Follow words in a sentence from left to right. RF.1.1.D

2 **Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity:** RF.1.2

- a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.A
- b Blend and segment spoken words with up to five phonemes, including words with initial and final consonant blends. RF.1.2.B
- c Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. RF.1.2.C

3 **Know and apply grade-level phonics and word analysis skills in decoding words:** RF.1.3

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a Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: RF.1.3.A

1 CVC words with short vowel sounds (e.g., cat) RF.1.3.A.1

2 Open syllables in one-syllable words (e.g., go). RF.1.3.A.2

3 Consonant digraphs (e.g., chart) RF.1.3.A.3

4 Vowel-consonant- e (VCe)(e.g., same) RF.1.3.A.4

5 FLOSS rule (f, l, s, z doubling) (e.g., stuff) RF.1.3.A.5

6 Initial and final 2-consonant blends RF.1.3.A.6

7 Y as a consonant and a vowel RF.1.3.A.7

8 Multisyllabic words with open and closed syllables RF.1.3.A.8

9 Compound words RF.1.3.A.9

10 Common prefixes (e.g., undo, redo) RF.1.3.A.10

11 Common inflectional suffixes with single-syllable bases (e.g., helps, helped, helping) RF.1.3.A.11

b Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: RF.1.3.B

1 Phonetically regular words RF.1.3.B.1

2 Partially regular words RF.1.3.B.2

3 Irregular words RF.1.3.B.3

4 **Read connected texts aloud with sufficient fluency to support comprehension:** RF.1.4

a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text. RF.1.4.A

b Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 60 words correct per minute (wcpm) by the end of first grade. RF.1.4.B

c Self-monitor word recognition and understanding, rereading as necessary. RF.1.4.C

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Writing Foundations WF

1. **Print all lowercase and uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through:** WF.1.1
   - a Correct letter strokes; WF.1.1.A
   - b Correct letter formation; WF.1.1.B
   - c Accurate letter placement within words; WF.1.1.C
   - d Proper directionality (top to bottom, left to right); WF.1.1.D
   - e Correct line placement; and WF.1.1.E
   - f Appropriate pencil grip. WF.1.1.F
2. **Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as:** WF.1.2
   - a Short vowel WF.1.2.A
   - b Long vowel in one-syllable words WF.1.2.B
   - c Consonant digraphs WF.1.2.C
   - d Consonant blends WF.1.2.D
   - e Vowel-consonant-e (VCe) (e.g., same), pine) WF.1.2.E
   - f FLOSS rule (f, l, s, z doubling) (e.g., stuff), jazz) WF.1.2.F
   - g Common inflectional suffixes (e.g., WF.1.2.G
   - h helps, helped, helping) WF.1.2.H
3. **Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with:** WF.1.3
   - a Use of appropriate capitalization (beginning word, proper nouns, the pronoun “I”); WF.1.3.A
   - b Appropriate spacing; and WF.1.3.B
   - c Correct ending punctuation (e.g., period, question mark, exclamation point). WF.1.3.C

Writing W

1. **Write opinion pieces with a clear topic, stated opinion, reasons, and closure.** W.1.1
2. **Write informative/explanatory pieces with a clear topic, facts, and closure.** W.1.2
3. **Write a personal or fictional narrative with a clear topic, at least two events in order, details about what happened, temporal words to show sequence, and some sense of closure.** W.1.3
4. **(Begins in Grade 3)** W.1.4
5. **With adult support, respond to questions and suggestions and add details to `trengthen ideas in writing by revising and editing.** W.1.5

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6 **With adult support, explore a variety of tools to produce and publish writing, working both individually and in collaboration with peers.** W.1.6

7 **With adult support, recall information from experiences or gather information from sources to provide a written response to a question.** W.1.7

8 **With adult support, engage in collaborative research or writing projects that build language, vocabulary, and foundational writing skills around a topic or theme by:** W.1.8

- a Recalling information from experiences; and/or W.1.8.A
- b Gathering information from provided sources W.1.8.B

9 **(Begins in Grade 4)** W.1.9

10 **(Begins in Grade 3)** W.1.10

Speaking and Listening SL

1 **Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings:** SL.1.1

- a Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. SL.1.1.A
- b Engage in conversation by responding to others' comments through multiple exchanges. SL.1.1.B
- c Ask for clarification and further explanation as needed. SL.1.1.C

2 **Answer questions about the main topic and key details of a text read aloud or information presented in various media and other formats, requesting clarification if something is not understood.** SL.1.2

3 **Ask questions about what a speaker says to obtain more information or clarify points that are unclear.** SL.1.3

4 **Clearly describe people, places, things and events with relevant details.** SL.1.4

5 **Create or use visual displays to clarify ideas, thoughts, and feelings.** SL.1.5

6 **Produce complete sentences appropriate to a task or situation.** SL.1.6

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.1.1

- 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

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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, prepositions, adverbs, conjunctions, and articles. L.1.1.E

f Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1.F

2 **Recognize and/or apply the conventions of formal American English capitalization, punctuation, and spelling.** L.1.2

a Capitalize months, days, and names of people. L.1.2.A

b Use end punctuation for sentences. L.1.2.B

c Use commas in dates and to separate single words in a series. L.1.2.C

d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.D

e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2.E

3 **(Begins in Grade 2)** L.1.3

4 **Ask and answer questions about unknown words and phrases in discussions or texts.** L.1.4

a Use information found within text to determine the meaning of an unfamiliar or multiple-meaning word or phrase. L.1.4.A

b Use word parts (morphemes) to determine the meaning of unknown words, including common affixes and inflections like -s, -es, -ed, -ing, -er, and -est. L.1.4.B

c Recognize possessives and plurals and utilize them to understand the meaning of the text. L.1.4.C

5 **With adult support, demonstrate understanding of word relationships and nuances in word meanings.** L.1.5

a Categorize words to understand how groups of words relate to a common concept or topic (e.g., animals, clothing). L.1.5.A

b Define words by category and by one or more important attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). L.1.5.B

c Identify real-life connections for words and how they are used (e.g., noticing cozy places at home). L.1.5.C

d Distinguish shades of meaning among verbs that describe actions (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) by defining, selecting, or acting out their meanings. L.1.5.D

6 **Apply previously taught vocabulary in a given context by:** L.1.6

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Demonstrating connections between words and their use (e.g., note places at home that are cozy); and L.1.6.A

b Using frequently occurring conjunctions to signal simple relationships (e.g., because). L.1.6.B