South Dakota English Language Arts

1st Grade

Reading Literature RL

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

2 **Retell stories, including key ideas and details, and demonstrate understanding of their central message or lesson.** 1.RL.2

3 **Describe characters, settings, and major events in a story, using key ideas and details.** 1.RL.3

4 **Identify words and phrases in stories, poems, songs, or other texts that have literal (e.g., explicit language) and non-literal meanings (e.g., figurative language) including but not limited to emotions (e.g., feelings or appealing to the senses).** 1.RL.4

5 **Explain major differences between common text structures and genres.** 1.RL.5

6 **Use words, illustrations, and details to identify the purpose of and/or point of view in a text.** 1.RL.6

7 **Use words, illustrations, and details to describe characters, setting, or events in a story including print and digital texts.** 1.RL.7

8 **Not applicable to literature** 1.RL.8

9 **Describe what a theme is and identify common themes in stories (e.g., honesty, bravery).** 1.RL.9

10 **By the end of the year, read and comprehend a variety of literary texts.** 1.RL.10

- a Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). 1.RL.10.A
- b Self-select text for personal enjoyment, interest, and academic tasks prompting and support. 1.RL.10.B

Reading Informational Text RI

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

2 **Identify the main topic and retell key details of a text.** 1.RI.2

3 **Compare individuals, events, ideas, or pieces of information in a text.** 1.RI.3

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nvestigate the meanings of words and phrases used in various contexts. 1.RI.4

5 **Recognize various text features and their relationship to each other or the whole.** 1.RI.5

6 **Identify the purpose of and/or point of view in a text.** 1.RI.6

7 **Use words or images to describe key ideas in print and digital texts.** 1.RI.7

8 **Identify the details/evidence an author gives to support points in a text.** 1.RI.8

9 **Compare and contrast two texts on similar topics to build knowledge.** 1.RI.9

10 **By the end of the year, read and comprehend a variety of informational text.** 1.RI.10

- a Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands). 1.RI.10.A
- b Self-select texts for personal enjoyment, interest, and academic tasks with guidance and support. 1.RI.10.B

Reading Foundational Skills RF

1 **Demonstrate foundational understanding of print concepts and features of print.** 1.RF.1

- a Understand that sentences are constructed in a logical sequence. 1.RF.1.A
- b Recognize key elements of a sentence, including the first word, capitalization, and ending punctuation. 1.RF.1.B

2 **Demonstrate proficiency of identifying, blending, and segmenting phonemes (sounds) in spoken words.** 1.RF.2

- a Isolate and identify individual phonemes in spoken words. 1.RF.2.A
- b Recognize initial, final and medial phonemes in spoken words. 1.RF.2.B
- c Identify common phonemes in different words (e.g., identifying the /s/ sound in "sun" and "sand"). 1.RF.2.C
- d Distinguish between similar phonemes (e.g., /p/ and /b/). 1.RF.2.D
- e Categorize words based on shared phonemes (e.g., sorting words with the same initial sound). 1.RF.2.E
- f Categorize words with different phonemes in specified positions (e.g., initial, medial, final). 1.RF.2.F
- g Blend phonemes together to form words. 1.RF.2.G
- h Segment spoken words into individual phonemes. 1.RF.2.H

2 **Demonstrate awareness of:** 1.RF.2

- i Segment multisyllabic words into syllables and phonemes. 1.RF.2.I
- j Delete specified phonemes from words to create new words. 1.RF.2.J
- k Add phonemes to words to create new words. 1.RF.2.K

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l Substitute one phoneme in a word to create a new word. 1.RF.2.L

3 Decode and encode using grade-level phonics and word analysis skills. 1.RF.3

a Differentiate between long and short vowel sounds in regularly spelled one-syllable words. 1.RF.3.A

b Recognize and apply the sound-letter correspondences for consonants, vowels, consonant digraphs and consonant blends in isolation. 1.RF.3.B

c Decode and encode one-syllable words with regular spelling patterns, including CVC, CCVC, CVCC, CVVC, CVCe in context. 1.RF.3.C

d Decode common vowel teams to represent long vowel sounds in words. 1.RF.3.D

e Read and understand words with inflectional endings in context and recognize how these endings change the meaning or tense of words. 1.RF.3.E

f Recognize that every syllable in a word must contain a vowel sound and use this knowledge to determine syllable count in printed words. 1.RF.3.F

g Decode two-syllable words by breaking them into syllables and applying phonics patterns in open and closed syllables. 1.RF.3.G

h Read and spell grade-appropriate high-frequency words. 1.RF.3.H

4 Read with sufficient accuracy and fluency to support comprehension. 1.RF.4

a Read grade-appropriate text with purpose and understanding. 1.RF.4.A

b Read grade-appropriate text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. 1.RF.4.B

c Self-monitor reading for correct word recognition and understanding, rereading as necessary. 1.RF.4.C

Language L

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

a Use common, proper, and possessive nouns. 1.L.1.A

b Use singular and plural nouns and pronouns with matching verbs in basic sentences (e.g., Jane hops; We hop). 1.L.1.B

c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 1.L.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). 1.L.1.D

e Use frequently occurring adjectives. 1.L.1.E

f Use frequently occurring conjunctions. 1.L.1.F

g Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those). 1.L.1.G

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h Use frequently occurring positional prepositions (e.g., under, around, over, beside). 1.L.1.H

i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.L.1.I

2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** 1.L.2

a Capitalize the first word in a sentence, the pronoun I, dates, and names of people. 1.L.2.A

b Print all uppercase and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately. 1.L.2.B

c Use end punctuation for sentences. 1.L.2.C

d Use commas in dates. 1.L.2.D

e Use conventional spelling for words with common grade-appropriate spelling patterns. 1.L.2.E

f Spell grade-appropriate high-frequency words. 1.L.2.F

g Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 1.L.2.G

3 **Begins in grade 2** 1.L.3

4 **Determine the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, using flexible strategies.** 1.L.4

a Use sentence-level context to determine the meaning of a word or phrase. 1.L.4.A

b Use frequently occurring affixes to determine the meaning of a word. 1.L.4.B

c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 1.L.4.C

5 **Demonstrate understanding of word relationships and subtle differences in word meanings with guidance and support.** 1.L.5

a Sort words into categories. 1.L.5.A

b Categorize words by one or more key attributes. 1.L.5.B

c Identify real-life connections between words and their use. 1.L.5.C

d Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings. 1.L.5.D

6 **Demonstrate grade-appropriate vocabulary use across reading, writing, speaking, and listening.** 1.L.6

Writing W

1 **Write opinion pieces that:** 1.W.1

a Introduce an opinion about a topic. 1.W.1.A

b Supply reasons for the opinion. 1.W.1.B

c Provide a concluding statement. 1.W.1.C

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2 **Write informative/explanatory texts that:** 1.W.2

- a Name a topic. 1.W.2.A
- b Include facts about the topic. 1.W.2.B
- c Provide a concluding statement. 1.W.2.C

3 **Write narratives that:** 1.W.3

- a Recount two or more appropriately sequenced events. 1.W.3.A
- b Include details regarding what happened. 1.W.3.B
- c Use words to signal event order. 1.W.3.C
- d Provide a concluding statement. 1.W.3.D

4 **Create a plan for writing a piece that organizes an idea with a clear and coherent message with guidance and support.** 1.W.4

5 **Develop a piece of writing through revising, editing, and rewriting with peer and teacher guidance and support.** 1.W.5

6 **Use a variety of digital tools to write and publish, both individually and collaboratively, with guidance and support.** 1.W.6

7 **Participate in collaborative research and writing projects.** 1.W.7

8 **Use background knowledge and/or gathered information from multiple print and digital sources to write about a topic in one's own words with guidance and support.** 1.W.8

9 **Begins in grade 4** 1.W.9

10 **Write routinely to increase stamina in a range of tasks, purposes, and audiences with guidance and support.** 1.W.10

Speaking and Listening SL

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

- a Follow agreed-upon norms for discussions. 1.SL.1.A
- b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1.SL.1.B
- c Ask questions to clear up any confusion and provide feedback to peers. 1.SL.1.C

2 **Ask and answer questions about key ideas and details from content presented orally or through other media.** 1.SL.2

3 **Ask for clarification and seek information to gain understanding related to what a peaker says.** 1.SL.3

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4 **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** 1.SL.4

5 **Create visual representations to clarify ideas, thoughts, and feelings.** 1.SL.5

6 **Produce complete sentences when appropriate to task and situation.** 1.SL.6