Tennessee English Language Arts

# Grade 1

Adopted 2016

## Foundational Literacy

### Print Concepts

1. Demonstrate understanding of the organization and basic features of print. FL.PC.1
    1. Demonstrate understanding of the organization and basic features of print. 1.FL.PC.1
        a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. 1.FL.PC.1.A

### Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). FL.PA.2
    2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.FL.PA.2
        a. Distinguish long from short vowel sounds in spoken single-syllable words. 1.FL.PA.2.A
        b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. 1.FL.PA.2.B
        c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.FL.PA.2.C
        d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 1.FL.PA.2.D

### Phonics and Word Recognition

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3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. FL.PWR.3

    3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 1.FL.PWR.3

        a. Know the sound-spelling correspondence for common consonant digraphs. 1.FL.PWR.3.A

        b. Decode regularly spelled one-syllable words. 1.FL.PWR.3.B

        c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. 1.FL.PWR.3.C

        d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.FL.PWR.3.D

        e. Decode two-syllable words following basic patterns by breaking the words into syllables. 1.FL.PWR.3.E

        f. Read words with inflectional endings. 1.FL.PWR.3.F

        g. Recognize and read grade-appropriate irregularly spelled words. 1.FL.PWR.3.G

        h. Read grade-level decodable text with purpose and understanding. 1.FL.PWR.3.H

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**Word Composition**

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. FL.WC.4

    4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. 1.FL.WC.4

        a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. 1.FL.WC.4.A

        b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. 1.FL.WC.4.B

        c. Spell words with inflectional endings. 1.FL.WC.4.C

        d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. 1.FL.WC.4.D

        e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 1.FL.WC.4.E

        f. Write many common, frequently used words and some irregular words. 1.FL.WC.4.F

        g. Print all upper and lowercase letters. 1.FL.WC.4.G

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5. Read with sufficient accuracy and fluency to support comprehension. FL.F.5

    5. Read with sufficient accuracy and fluency to support comprehension. 1.FL.F.5

        a. Read grade-level text with purpose and understanding. 1.FL.F.5.A

        b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.FL.F.5.B

        c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 1.FL.F.5.C

**Sentence Composition**

6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. FL.SC.6

    6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. 1.FL.SC.6

        a. Use common, proper, and possessive nouns. 1.FL.SC.6.A

        b. Use singular and plural nouns with correct verbs in basic sentences. 1.FL.SC.6.B

        c. Use personal, possessive, and indefinite pronouns. 1.FL.SC.6.C

        d. Use verbs to convey a sense of past, present, and future. 1.FL.SC.6.D

        e. Use frequently occurring adjectives. 1.FL.SC.6.E

        f. Use frequently occurring conjunctions. 1.FL.SC.6.F

        g. Use articles and demonstratives. 1.FL.SC.6.G

        h. Use frequently occurring prepositions such as during, beyond, and toward. 1.FL.SC.6.H

        i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.FL.SC.6.I

        j. Capitalize names of people and dates. 1.FL.SC.6.J

        k. End sentences with correct punctuation. 1.FL.SC.6.K

        l. Use commas in dates and to separate single words in a series. 1.FL.SC.6.L

**Vocabulary Acquisition**

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7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. FL.VA.7

    a. 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. 1.FL.VA.7.A

        i. Use sentence-level context as a clue to the meaning of a word or phrase. 1.FL.VA.7.A.I

        ii. Use frequently occurring affixes as a clue to the meaning of a word. 1.FL.VA.7.A.II

        iii. Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7.A.III

    b. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 1.FL.VA.7.B

        i. Sort words into categories to gain a sense of the concepts the categories represent. 1.FL.VA.7.B.I

        ii. Define words by category and by one or more key attributes. 1.FL.VA.7.B.II

        iii. Identify real-life connections between words and their use. 1.FL.VA.7.B.III

        iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. 1.FL.VA.7.B.IV

    c. 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. 1.FL.VA.7.C

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**Reading Literature**

**Key Ideas and Details**

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RL.KID.3

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**raft and Structure**

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4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4
    4. Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. 1.RL.CS.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5
    5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. 1.RL.CS.5
6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6
    6. Identify who is telling the story at various points in a text. 1.RL.CS.6

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7
    7. Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. 1.RL.IKI.7
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9
    9. Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. 1.RL.IKI.9

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10
    10. With prompting and support, read stories and poems of appropriate complexity for grade 1. 1.RL.RRTC.10

**Reading Informational Text**

**Key Ideas and Details**

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1
    1. Ask and answer questions about key details in a text. 1.RI.KID.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2
    2. Identify the main topic and retell key details of a text. 1.RI.KID.2

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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. 1.RI.KID.3

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. 1.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Know and use various text features to locate key facts or information in a text. 1.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 1.RI.CS.6

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. 1.RI.IKI.7

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. Identify the reasons an author provides to support points in a text. 1.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. 1.RI.IKI.9

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. With prompting and support, read informational texts of appropriate complexity for grade 1. 1.RI.RRTC.10

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**Speaking and Listening** **Comprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.1

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

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

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. With prompting and support, speak in complete sentences when appropriate to task and situation. 1.SL.PKI.6

**Writing**

**Text Types and Protocol**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1

    1. With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. 1.W.TTP.1

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2

    2. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.TTP.2

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3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. 1.W.TTP.3

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 1.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. 1.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. 1.W.PDW.6

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. 1.W.RBPK.7

8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1.W.RBPK.8

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.RW.10

    10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. 1.W.RW.10