Washington English Language Arts

1st Grade

Reading	**Reading1st.**	**Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media through shared reading, read alouds, and independent reading in the context of grade-level content to understand themselves, others, and the world.** WA.ELA-LITERACY.READING1ST

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Print Environment and Foundational Skills

1. Students interact with and explore texts in a language-rich environment. WA.ELA-LITERACY.R1ST.1
   a. Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R1ST.1.A
   b. Spend time reading, holding, looking at, and/or listening to texts. WA.ELA-LITERACY.R1ST.1.B
   c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. WA.ELA-LITERACY.R1ST.1.C
2. Students know and apply the basic features of print and how it is organized. WA.ELA-LITERACY.R1ST.2
   a. Distinguish drawings from letters and words in a print-rich environment. WA.ELA-LITERACY.R1ST.2.A
   b. Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). WA.ELA-LITERACY.R1ST.2.B
3. Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness). WA.ELA-LITERACY.R1ST.3
   a. Recognize, separate, blend, and count the syllables in spoken words. WA.ELA-LITERACY.R1ST.3.A
   b. Recognize, isolate, blend, and count initial, medial, and final sounds in spoken singlesyllable words. WA.ELA-LITERACY.R1ST.3.B
   c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. WA.ELA-LITERACY.R1ST.3.C
   d. Add, delete, or substitute individual sounds (phonemes) in simple words to form new words. WA.ELA-LITERACY.R1ST.3.D
   e. Parse individual words within spoken phrases and sentences. WA.ELA-LITERACY.R1ST.3.E

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4 Students decode words with accuracy and fluency using grade-level word analysis skills. WA.ELA-LITERACY.R1ST.4

- a Know the spelling-sound correspondences for common consonant digraphs. WA.ELA-LITERACY.R1ST.4.A
- b Decode regularly spelled one-syllable words. WA.ELA-LITERACY.R1ST.4.B
- c Know the final –e and common vowel team spelling conventions for long vowel sounds. WA.ELA-LITERACY.R1ST.4.C
- d Recognize, pronounce, separate, blend, and count the syllables in printed words using the knowledge that every syllable must have a vowel sound. WA.ELA-LITERACY.R1ST.4.D
- e Decode two-syllable words that follow basic patterns by breaking words into syllables. WA.ELA-LITERACY.R1ST.4.E
- f Read words with inflectional endings. WA.ELA-LITERACY.R1ST.4.F
- g Recognize and read irregularly spelled words. WA.ELA-LITERACY.R1ST.4.G
- h Read common high-frequency words by sight with increased automaticity. WA.ELA-LITERACY.R1ST.4.H
- i Read connected words in a sentence with accuracy and fluency. WA.ELA-LITERACY.R1ST.4.I

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Comprehending and Interpreting Texts

5 Students comprehend and interpret texts during shared reading, read alouds, and independent reading, using a variety of strategies. WA.ELA-LITERACY.R1ST.5

- a Reflect on their purpose for reading. WA.ELA-LITERACY.R1ST.5.A
- b Preview the text by noting author, illustrator, title, topic, genre, and images. WA.ELA-LITERACY.R1ST.5.B
- c Use personal connections and content knowledge to visualize and make sense of the text. WA.ELA-LITERACY.R1ST.5.C
- d Make predictions and check them against what is in the text. WA.ELA-LITERACY.R1ST.5.D
- e Use a variety of strategies that encourage and maintain motivation to engage with a text. WA.ELA-LITERACY.R1ST.5.E
- f When the flow of reading is interrupted, use a variety of strategies to re-connect. WA.ELA-LITERACY.R1ST.5.F
- g Tell how the visual elements in a text represent and/or add to its meaning. WA.ELA-LITERACY.R1ST.5.G
- h Ask and answer questions about key details in a text. WA.ELA-LITERACY.R1ST.5.H
- i Describe a story's narrator, characters, setting, and major events. WA.ELA-LITERACY.R1ST.5.I
- j Retell familiar stories and/or say what they learned from a text, including key details. WA.ELA-LITERACY.R1ST.5.J

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Analyzing, Evaluating and Using Texts

6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. WA.ELA-LITERACY.R1ST.6

- a Say what the text makes them feel, think, and/or want to do. WA.ELA-LITERACY.R1ST.6.A
- b Explain the impact of images and specific words on the reader's understanding. WA.ELA-LITERACY.R1ST.6.B
- c Identify different text features used in two different genres and what they help the reader know or do. WA.ELA-LITERACY.R1ST.6.C
- d Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic. WA.ELA-LITERACY.R1ST.6.D

7 Students evaluate texts. WA.ELA-LITERACY.R1ST.7

- a Say what they may or may not like about an image, story, or text. WA.ELA-LITERACY.R1ST.7.A

8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R1ST.8

- a To better understand themselves and others, explore characters' thoughts, feelings, and motivations. WA.ELA-LITERACY.R1ST.8.A
- b To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts. WA.ELA-LITERACY.R1ST.8.B
- c Use information or examples from texts for discussions and projects. [See W1st.3 and SLDF1st.3.] WA.ELA-LITERACY.R1ST.8.C
- d Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W1st.4b.] WA.ELA-LITERACY.R1ST.8.D

Writing

Writing1st. **Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres in the context of grade-level content.** WA.ELA-LITERACY.WRITING1ST

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Writing Purposes and Products

1 Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W1st.1 must be taken through W1st.2 – W1st.10.] WA.ELA-LITERACY.W1ST.1

2 Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W1ST.2

- a Describe experiences, ideas, and imaginings. WA.ELA-LITERACY.W1ST.2.A
- b Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W1ST.2.B
- c Express their opinions and/or preferences. WA.ELA-LITERACY.W1ST.2.C
- d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W1ST.2.D
- e Tell the story of two or more events. WA.ELA-LITERACY.W1ST.2.E

Plan and Generate Ideas

3 Students plan and complete writing projects. WA.ELA-LITERACY.W1ST.3

- a Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W1ST.3.A
- b Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W1ST.3.B

4 Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W1ST.4

- a Identify topics and ideas from experience, imagination, reading, media, conversations, products from W1st.1, and/or desire to communicate. WA.ELA-LITERACY.W1ST.4.A
- b Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W1ST.4.B
- c Answer questions about what the writer knows that the audience does not. WA.ELA-LITERACY.W1ST.4.C
- d Choose facts from group research (see RML1st.4), images, and/or other media that illustrate and support their ideas. WA.ELA-LITERACY.W1ST.4.D

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Draft and Establish Voice

5 Students draft content within the genre. WA.ELA-LITERACY.W1ST.5

- a State some information about topics. WA.ELA-LITERACY.W1ST.5.A
- b State a reason for an opinion. WA.ELA-LITERACY.W1ST.5.B
- c Tell events in stories in order, using details and temporal words to signal order. WA.ELA-LITERACY.W1ST.5.C
- d Illustrate and/or approximate some text features and/or formatting they notice in mentor texts. WA.ELA-LITERACY.W1ST.5.D

6 Students compose introductions and conclusions. WA.ELA-LITERACY.W1ST.6

- a Name topics to introduce them. WA.ELA-LITERACY.W1ST.6.A
- b State opinions to introduce them. WA.ELA-LITERACY.W1ST.6.B
- c Provide a sense of closure for stories, informational texts, and opinions. WA.ELA-LITERACY.W1ST.6.C

7 Students organize content using the genre's structure. WA.ELA-LITERACY.W1ST.7

Revise and Edit

8 Students discuss their compositions with others. WA.ELA-LITERACY.W1ST.8

- a Reread to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W1ST.8.A
- b Describe what their composition means and/or represents to an adult or peer. WA.ELA-LITERACY.W1ST.8.B
- c Ask an adult or peer to describe their perceived meaning of the composition. WA.ELA-LITERACY.W1ST.8.C

9 Students revise and edit their compositions. WA.ELA-LITERACY.W1ST.9

- a Add or change details or words to better communicate and represent meaning. WA.ELA-LITERACY.W1ST.9.A
- b Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–1.] WA.ELA-LITERACY.W1ST.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences. WA.ELA-LITERACY.W1ST.10

Speaking, Listening, and Digital Forums **SpeakingListeningDigitalForums1st.** **Students comprehend, engage in, and learn from collaborative discussions in the context of gradelevel content, in person and/or through teacher-moderated digital**

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forums. WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS1ST

Discussion

1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF1ST.1

a Identify expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF1ST.1.A

b Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF1ST.1.B

c Ask questions about the topic and others' observations and opinions. WA.ELA-LITERACY.SLDF1ST.1.C

d Draw on experience, observation, and prior learning to answer questions. WA.ELA-LITERACY.SLDF1ST.1.D

e Restate what they heard others say to build common understanding, asking and answering questions to clarify something they didn't understand. WA.ELA-LITERACY.SLDF1ST.1.E

f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF1ST.1.F

g Identify points of agreement or disagreement. WA.ELA-LITERACY.SLDF1ST.1.G

h Ask questions to explore why someone else may relate or think differently. WA.ELA-LITERACY.SLDF1ST.1.H

i Identify opinions or understandings that have changed. WA.ELA-LITERACY.SLDF1ST.1.I

j Review memorable and/or important moments or ideas they heard. WA.ELA-LITERACY.SLDF1ST.1.J

2 Starts in 3rd. WA.ELA-LITERACY.SLDF1ST.2

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Collaboration

3 Students collaborate on projects and tasks. WA.ELA-LITERACY.SLDF1ST.3

- a Identify expectations, roles, and timelines, changing them when needed. WA.ELA-LITERACY.SLDF1ST.3.A
- b Connect the project to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF1ST.3.B
- c Review progress and discuss what needs to happen next. WA.ELA-LITERACY.SLDF1ST.3.C

Public Speaking and Presentations

4 Students express experience, positions, ideas, findings, and creative work. WA.ELA-LITERACY.SLDF1ST.4

- a Identify topics from the situation, experience, imagination, reading, group research (see RML1st.4), media, conversations, and/or products from W1st.1. WA.ELA-LITERACY.SLDF1ST.4.A
- b Develop content by considering what they want to communicate within the situation. WA.ELA-LITERACY.SLDF1ST.4.B
- c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-LITERACY.SLDF1ST.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF1ST.5

a Express voice by building on strengths and personality. WA.ELA-LITERACY.SLDF1ST.5.A

b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. WA.ELA-LITERACY.SLDF1ST.5.B

c Determine which language and/or languages support their purpose. WA.ELA-LITERACY.SLDF1ST.5.C

d Determine what they want or do not want to share and why. WA.ELA-LITERACY.SLDF1ST.5.D

6 Students use an audible voice, gesture, and pacing to illuminate the content. WA.ELA-LITERACY.SLDF1ST.6

Language **Language1st.** **Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** WA.ELA-LITERACY.LANGUAGE1ST

Knowledge of Language

1 Students notice when and why language is used differently at school, at home, and with peers. WA.ELA-LITERACY.L1ST.1

a Compare the names of objects and topics as said at school, at home, and with peers. WA.ELA-LITERACY.L1ST.1.A

b Identify when a word, phrase or sentence best answer a question. WA.ELA-LITERACY.L1ST.1.B

2 Not in 1. WA.ELA-LITERACY.L1ST.2

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Structure and Function of English

3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and first grade content. WA.ELA-LITERACY.L1ST.3

- a Expand simple sentences by adding information or details that clarify the message. WA.ELA-LITERACY.L1ST.3.A
- b Use the matching verb form for singular and plural nouns in basic sentences. WA.ELA-LITERACY.L1ST.3.B
- c Use verbs to convey a sense of past, present, and future. WA.ELA-LITERACY.L1ST.3.C
- d Capitalize the first word in a sentence, dates, and proper nouns. WA.ELA-LITERACY.L1ST.3.D
- e Use commas in dates and to separate single words in a series. WA.ELA-LITERACY.L1ST.3.E
- f Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question. WA.ELA-LITERACY.L1ST.3.F

4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. WA.ELA-LITERACY.L1ST.4

- a Determine or clarify the meaning of new and multiple-meaning words and phrases. WA.ELA-LITERACY.L1ST.4.A
- b Use common, proper, and possessive nouns. WA.ELA-LITERACY.L1ST.4.B
- c Use personal, possessive, and indefinite pronouns. WA.ELA-LITERACY.L1ST.4.C
- d Understand and use high frequency adjectives, prepositions, conjunctions, and determiners. WA.ELA-LITERACY.L1ST.4.D
- e Use ‘s with nouns to show possession. WA.ELA-LITERACY.L1ST.4.E

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5 Students explore word relationships and distinguish shades of meaning in the context of first grade conversations and reading about experiences, events, and ideas. WA.ELA-LITERACY.L1ST.5

a Use frequently occurring root words as a clue to the meaning of an unknown word. WA.ELA-LITERACY.L1ST.5.A

b Use the most frequently occurring affixes as a clue to the meaning of an unknown word. WA.ELA-LITERACY.L1ST.5.B

c Sort and define words by category according to their use and by one or more key attributes. WA.ELA-LITERACY.L1ST.5.C

d Use sentence-level context as a clue to the meaning of a word or phrase. WA.ELA-LITERACY.L1ST.5.D

e Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. WA.ELA-LITERACY.L1ST.5.E

Research and Media Literacy

Research1st . Students ask questions, seek answers from a variety of sources, and use their learning. WA.ELA-LITERACY.RESEARCH1ST

MediaLiteracy1st. Students identify the effects, purposes, and parts of media messages and people who provide information. WA.ELA-LITERACY.MEDIALITERACY1ST

Research and Inquiry

1 Students ask questions about a provided topic or things that make them curious. WA.ELA-LITERACY.RML1ST.1

2 Students seek answers from provided information sources. WA.ELA-LITERACY.RML1ST.2

a Discuss where they might find answers to their questions. WA.ELA-LITERACY.RML1ST.2.A

b Identify a variety of print and digital information sources and where to find them, including libraries. WA.ELA-LITERACY.RML1ST.2.B

c Contribute suggestions when adults use digital search tools. WA.ELA-LITERACY.RML1ST.2.C

d Talk with adults or peers about the topic. WA.ELA-LITERACY.RML1ST.2.D

3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML1ST.3

4 Students use and/or share new learning. WA.ELA-LITERACY.RML1ST.4

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Media Literacy and Critical Thinking

5 Students identify the effects of media messages. Identify how media messages make them feel. WA.ELA-LITERACY.RML1ST.5

6 Students identify the purposes of media messages. WA.ELA-LITERACY.RML1ST.6

- a Identify media messages that are selling something and media messages that are just for fun. WA.ELA-LITERACY.RML1ST.6.A

7 Students identify characteristics of different parts of media messages. WA.ELA-LITERACY.RML1ST.7

- a Identify facts and opinions within media messages. WA.ELA-LITERACY.RML1ST.7.A
- b Identify what's realistic and what's pretend within media messages. WA.ELA-LITERACY.RML1ST.7.B
- c Describe images within media messages. WA.ELA-LITERACY.RML1ST.7.C

8 Students identify people who provide information. WA.ELA-LITERACY.RML1ST.8

- a Identify who decided what to include in a particular information source. WA.ELA-LITERACY.RML1ST.8.A
- b Identify people who are experts on a particular topic and could provide information about it. WA.ELA-LITERACY.RML1ST.8.B

9 Not in 1st grade WA.ELA-LITERACY.RML1ST.9