

Grade 1

Reading: Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 2, 3, and 4 are prioritized. **R**

Foundational Skills

- 1** Students know and apply the basic features of print and how it is organized. **ELA.1.R.1**
 - a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **ELA.1.R.1.A**
 - b** Recognize that spoken words are represented by specific sequences of letters in print. **ELA.1.R.1.B**
 - c** Recognize that words are separated by spaces in print. **ELA.1.R.1.C**
 - d** Tell how the text/visual features represent and/or add to the written text's meaning. **ELA.1.R.1.D**
- 2** Students demonstrate how sounds, syllables, words, and pauses function in spoken language (phonological awareness). **ELA.1.R.2**
 - a** Recognize, segment, blend, and count the syllables in spoken words. **ELA.1.R.2.A**
 - b** Recognize, isolate, and blend initial, medial, and final sounds (phonemes) in spoken single-syllable words. **ELA.1.R.2.B**
 - c** Orally produce single-syllable words by blending individual sounds (phonemes), including consonant blends. **ELA.1.R.2.C**
 - d** Add, delete, or substitute individual sounds (phonemes) in simple words to form new words. **ELA.1.R.2.D**

- 3** Students decode words accurately by applying grade-level phonics and word analysis skills. [ELA.1.R.3](#)
- a** Produce the sounds for short and long vowels, consonants, and use them to decode regularly spelled one-syllable words. [ELA.1.R.3.A](#)
 - b** Know the spelling sound-correspondence for common consonant digraphs (e.g., “ch,” “sh,” “th,” “wh”). [ELA.1.R.3.B](#)
 - c** Recognize and apply knowledge of silent –e (CVCe) and common vowel team (CVVC) patterns for representing long vowel sounds (e.g., “cake,” “boat”). [ELA.1.R.3.C](#)
 - d** Recognize and apply the understanding that every syllable must have a vowel sound. [ELA.1.R.3.D](#)
 - e** Decode regularly spelled two-syllable words by breaking them into syllables and applying known spelling patterns (e.g., “robin”). [ELA.1.R.3.E](#)
 - f** Add, delete, or substitute letters and common spelling patterns (word families) to form new words and demonstrate how patterns change pronunciation or meaning. [ELA.1.R.3.F](#)
 - g** Read words with inflectional endings (e.g., “-s,” “-ed,” “-ing”). [ELA.1.R.3.G](#)
 - h** Recognize and read irregularly spelled high frequency words (e.g., “said,” “was”) with increased accuracy and automaticity. [ELA.1.R.3.H](#)
 - i** Read simple sentences and short paragraphs with increasing fluency (accuracy, rate, and [ELA.1.R.3.I](#)

Comprehending and Interpreting Texts

- 4** Students comprehend and interpret texts during shared reading, read aloud, and independent reading, using knowledge of print, language, and text features to make meaning. [ELA.1.R.4](#)
- a** Preview the text by noting author, illustrator, title, topic, genre, and images. [ELA.1.R.4.A](#)
 - b** Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text. [ELA.1.R.4.B](#)
 - c** Make predictions and check them against what is in the text. [ELA.1.R.4.C](#)
 - d** Use a variety of strategies to maintain motivation and reconnect to the flow of reading. [ELA.1.R.4.D](#)
 - e** Ask and answer questions about the topic and key details in a text. [ELA.1.R.4.E](#)
 - f** Describe a story's characters, setting, and major events. [ELA.1.R.4.F](#)
 - g** Retell familiar stories in their own words and/or say what they learned from a text. [ELA.1.R.4.G](#)

Analyzing, Evaluating, and Using Texts

- 5 Students analyze texts by making connections between texts, authors, readers, and the world. [ELA.1.R.5](#)
 - a Describe what words or images in a text make them think, feel, or wonder. [ELA.1.R.5.A](#)
 - b Tell the main idea or lesson in a text and make a personal connection to it. [ELA.1.R.5.B](#)
 - c Compare and contrast the narrators, characters, settings, plots, and/or ideas in two or more texts. [ELA.1.R.5.C](#)
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Writing: Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres for a range of communicative situations in the context of grade-level content. Standards 1, 2 and 3 are prioritized. This is the first time standard 2 is prioritized. [W](#)

Writing Purposes and Products

- 1 Students compose multimodal texts through shared and independent writing activities in a variety of genres for a variety of purposes. [ELA.1.W.1](#)
 - a Compose in order to describe experiences, ideas, and imaginings. [ELA.1.W.1.A](#)
 - b Compose in order to inform others about their observations and explanations of the world. [ELA.1.W.1.B](#)
 - c Compose in order to express their opinions and/or preferences. [ELA.1.W.1.C](#)
 - d Compose in order to persuade others. [ELA.1.W.1.D](#)
 - e Compose in order to tell the story of two or more sequenced events. [ELA.1.W.1.E](#)
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Plan and Draft

- 2 Students plan and complete shared and independent writing projects. [ELA.1.W.2](#)
 - a Connect the task to their interests, experiences, or topics they know about. [ELA.1.W.2.A](#)
 - b Recognize that writing shares ideas with specific readers or listeners. [ELA.1.W.2.B](#)
 - c Identify and sequence steps to complete the writing project or task. [ELA.1.W.2.C](#)
- 3 Students draft content, using tools effectively. [ELA.1.W.3](#)
 - a Identify topics and generate ideas. [ELA.1.W.3.A](#)
 - b Gather ideas and select material from group research, images, and/or multimedia artifacts that illustrate and support their ideas. [ELA.1.W.3.B](#)
 - c Tell information about a single topic. [ELA.1.W.3.C](#)
 - d Compare and contrast information within a topic. [ELA.1.W.3.D](#)
 - e State a detail about an opinion and/or preference. [ELA.1.W.3.E](#)
 - f Use language to persuade others with feelings and reasons. [ELA.1.W.3.F](#)
 - g Tell events in stories in sequence, using details and temporal words to signal order. [ELA.1.W.3.G](#)
 - h Add labels to drawings and diagrams. [ELA.1.W.3.H](#)

- 4 Students organize content across genres. [ELA.1.W.4](#)
 - a Name topics to introduce them. [ELA.1.W.4.A](#)
 - b Group or sequence related content. [ELA.1.W.4.B](#)
 - c Provide a sense of closure. [ELA.1.W.4.C](#)

Revise and Edit

- 5 Students discuss, revise, and/or edit their compositions. [ELA.1.W.5](#)
 - a Re-read writing to decide if it makes sense. [ELA.1.W.5.A](#)
 - b Engage with an adult or peer for feedback about their compositions. [ELA.1.W.5.B](#)
 - c Add, remove, or change words, details, and/or pictures to better communicate and represent meaning. [ELA.1.W.5.C](#)
 - d Edit for mechanics and conventions. [Demonstrate command of Language standards in grades K–1.] [ELA.1.W.5.D](#)

Share and Publish

- 6 Students share and publish compositions for known and trusted audiences. [ELA.1.W.6](#)

Speaking, Listening, and Digital Forums:
Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standard 1 is prioritized. [SLDF](#)

Discussion

- 1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. [ELA.1.SLDF.1](#)
 - a Identify expectations for engaging with and including other participants. [ELA.1.SLDF.1.A](#)
 - b Describe the people, places, things, events, information, and emotions they are referring to with relevant details. [ELA.1.SLDF.1.B](#)
 - c Draw on experience, observation, and prior learning to answer questions. [ELA.1.SLDF.1.C](#)
 - d Connect statements to others' contributions to develop common understanding and propel conversation. [ELA.1.SLDF.1.D](#)
 - e Identify when clarification is needed for something they did not understand and/or restate what they heard others say. [ELA.1.SLDF.1.E](#)
 - f Answer questions to clarify something others did not understand, including the meaning of words and phrases used in discussion. [ELA.1.SLDF.1.F](#)

Collaboration

- 2 Students collaborate on projects and tasks. [ELA.1.SLDF.2](#)
 - a Describe expectations, changing them when needed. [ELA.1.SLDF.2.A](#)
 - b Contribute towards the shared goal. [ELA.1.SLDF.2.B](#)
 - c Communicate to support the group and/or deal with concerns. [ELA.1.SLDF.2.C](#)

Public Speaking and Presentations

- 3 Students express experience, positions, ideas, findings, and creative work. **ELA.1.SLDF.3**
 - a Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.1.W.1. **ELA.1.SLDF.3.A**
 - b Develop content by considering what they want to communicate within the situation. **ELA.1.SLDF.3.B**
 - c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. **ELA.1.SLDF.3.C**
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Voice

- 4 Students determine how to present themselves and their ideas in different contexts. **ELA.1.SLDF.4**
 - a Express a distinct voice through word choice by drawing on their strengths, thoughts, and feelings. **ELA.1.SLDF.4.A**
 - b Determine what they want or do not want to share and why. **ELA.1.SLDF.4.B**
 - 5 Students use an audible voice, gesture, and pacing to illuminate the content. **ELA.1.SLDF.5**
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Language: Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 2, 3, and 5 are prioritized. L

Knowledge of Language

- 1 Students notice when and why language is used differently at school, at home, and with peers. **ELA.1.L.1**
 - a Compare words and ways of speaking used at school, at home, and with peers. **ELA.1.L.1.A**
 - b Identify language that fits different situations or audiences. **ELA.1.L.1.B**
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Structure and Functions of English

- 2 Students produce and expand sentences in conversations and writing about experiences, events, and ideas. **ELA.1.L.2**
 - a Expand sentences by adding details that clarify meaning. **ELA.1.L.2.A**
 - b Use singular and plural nouns with matching verbs in sentences. **ELA.1.L.2.B**
 - c Use verbs to communicate past, present, and future. **ELA.1.L.2.C**
- 3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. **ELA.1.L.3**
 - a Use context, questions, roots, and affixes to clarify the meaning of unfamiliar words and phrases. **ELA.1.L.3.A**
 - b Use common, proper, and possessive nouns and personal, possessive, and indefinite pronouns. **ELA.1.L.3.B**
 - c Understand and use high-frequency adjectives, prepositions, conjunctions, and determiners. **ELA.1.L.3.C**

- 4 Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. [ELA.1.L.4](#)
 - a Sort common objects into categories to identify connections between words and their meanings. [ELA.1.L.4.A](#)
 - b Sort and define words by category and key attributes. [ELA.1.L.4.B](#)
 - c Distinguish and express shades of meaning among verbs and adjectives that differ in manner or intensity. [ELA.1.L.4.C](#)
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Foundational Written Language (Encoding and Transcription)

- 5 Students develop foundational writing skills to record their ideas using letters, words, and sentences. [ELA.1.L.5](#)
 - a Form all lower- and upper-case letters legibly and write with appropriate spacing. [ELA.1.L.5.A](#)
 - b Spell words using sound-letter correspondences, common spelling patterns, and taught phonics patterns. [ELA.1.L.5.B](#)
 - c Spell one-syllable and high frequency words, including irregularly spelled words with increasing accuracy. [ELA.1.L.5.C](#)
 - d Capitalize sentence beginnings, the pronoun I, and names of people and places. [ELA.1.L.5.D](#)
 - e Use periods, exclamation points, and question marks to end complete sentences. [ELA.1.L.5.E](#)
 - f Develop automaticity in spelling and handwriting and/or other modalities to support written expression. [ELA.1.L.5.F](#)
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Research and Media Literacy: Students ask questions, seek answers from a variety of sources, and use their learning. Students identify reactions to media messages, purposes and parts of media messages, and people who create media messages. Standard 1 is prioritized. [RML](#)

Research and Inquiry

- 1 Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively. [ELA.1.RML.1](#)
 - a Ask questions about a provided topic or things that make them curious. [ELA.1.RML.1.A](#)
 - b Generate ideas for where they might find answers to their questions, including by talking to people about the topic. [ELA.1.RML.1.B](#)
 - c Identify a variety of information sources and where to find them, including by exploring libraries. [ELA.1.RML.1.C](#)
 - d Contribute suggestions when adults use digital search tools. [ELA.1.RML.1.D](#)
 - e Identify information that does and does not answer their questions. [ELA.1.RML.1.E](#)
 - f Use and/or share new learning. [ELA.1.RML.1.F](#)
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Media Literacy

- 2 Students identify reactions to media messages. [ELA.1.RML.2](#)
 - a Identify differences between ways in which people react to media messages. [ELA.1.RML.2.A](#)
 - b Identify how media messages make them feel. [ELA.1.RML.2.B](#)
- 3 Students identify the purposes of media messages. [ELA.1.RML.3](#)
 - a Identify media messages that are selling something and media messages that are just for fun. [ELA.1.RML.3.A](#)
- 4 Students identify characteristics of different parts of media messages. [ELA.1.RML.4](#)
 - a Identify facts and opinions within media messages. [ELA.1.RML.4.A](#)
 - b Identify what's realistic and what's pretend within media messages. [ELA.1.RML.4.B](#)
 - c Describe images within media messages. [ELA.1.RML.4.C](#)
- 5 Students identify people who create media messages and choices they make. [ELA.1.RML.5](#)
 - a Identify people who are experts on a particular topic. [ELA.1.RML.5.A](#)