

Essential Elements: Grade 1

Reading Foundational Skills

Print Concepts

- 1 Demonstrate emerging understanding of the organization of print. [EE.RF.1.1](#)
 - a Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word). [EE.RF.1.1.A](#)

Phonological Awareness

- 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [EE.RF.1.2](#)
 - a Recognize rhyming words. [EE.RF.1.2.A](#)
 - b With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. [EE.RF.1.2.B](#)
 - c Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. [EE.RF.1.2.C](#)
 - d Not Applicable [EE.RF.1.2.D](#)
 - e Not Applicable [EE.RF.1.2.E](#)

Phonics & Word Recognition

- 3 Demonstrate emerging letter and word identification skills. [EE.RF.1.3](#)
 - a Recognize and/or identify upper case letters of the alphabet. [EE.RF.1.3.A](#)
 - b With guidance and support, recognize familiar words that are used in everyday routines. [EE.RF.1.3.B](#)
 - c Not applicable [EE.RF.1.3.C](#)
 - d Not applicable [EE.RF.1.3.D](#)
 - e Not applicable [EE.RF.1.3.E](#)
 - f Not applicable [EE.RF.1.3.F](#)
 - g Not applicable [EE.RF.1.3.G](#)

Fluency

- 4 Begin to attend to words in print. [EE.RF.1.4](#)
 - a Engage in sustained, independent study of books. [EE.RF.1.4.A](#)
 - b Participate in shared reading of a variety of reading materials reflecting a variety of text genres. [EE.RF.1.4.B](#)
 - c Not applicable [EE.RF.1.4.C](#)
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Reading

Key Ideas & Details

- 1 Identify details in familiar texts. (RI&RL) [EE.R.1.1](#)
 - 2 With guidance and support, identify important details (RI) and recount major events (RL) in familiar texts. [EE.R.1.2](#)
 - 3 Identify characters and settings (RL) or important details and events (RI) in familiar texts. [EE.R.1.3](#)
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Craft & Structure

- 4 With guidance and support, identify sensory or feeling words in a familiar text; ask the reader to explain the meaning of unknown words. (RI&RL) [EE.R.1.4](#)
 - 5 With guidance and support, identify a text as telling a story or teaching facts (i.e., informational) and locate the front cover, back cover, and title page of the text. (RI&RL) [EE.R.1.5](#)
 - 6 Distinguish between words and illustrations/graphics in a text. (RI&RL) [EE.R.1.6](#)
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Integration of Knowledge & Ideas

- 7 Identify illustrations or objects/tactile information that go with the text. (RI&RL) [EE.R.1.7](#)
 - 8 Identify points the author makes in familiar text. (RI) [EE.R.1.8](#)
 - 9 With guidance and support, compare parts of two texts, identifying adventures or experiences of characters in a text as same or different. (RI&RL) [EE.R.1.9](#)
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Writing Standards

Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low stakes purposes. [EE.W.1.1](#)
- 2 With guidance and support, use writing, dictation and/or drawing to compose: [EE.W.1.2](#)
 - a Opinion pieces in which they state an opinion. [EE.W.1.2.A](#)
 - b Informative/Explanatory text in which they provide some information about a predetermined or self chosen topic. [EE.W.1.2.B](#)
 - c Convey events, real or imagined and narrate a single event or several loosely linked events. [EE.W.1.2.C](#)
- 3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses words familiar to the student. [EE.W.1.3](#)

Production & Distribution of Writing

- 4 (Begins in grade 3) [EE.W.1.4](#)
- 5 With guidance and support from adults, add more information to their own drawing, dictation, or writing on a topic to strengthen it. [EE.W.1.5](#)
- 6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. With guidance and support from adults, produce writing through printing (including letter like marks or forming some printed letters). [EE.W.1.6](#)

Inquiry to Build & Present Knowledge

- 7 With guidance and support, participate in shared inquiry and writing projects. [EE.W.1.7](#)
- 8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. [EE.W.1.8](#)
- 9 With guidance and support from adults, recall key details from literary or informational texts. [EE.W.1.9](#)

Speaking and Listening

Comprehension & Collaboration

- 1 With guidance and support, participate in conversations with adults. [EE.SL.1.1](#)
 - a Engage in multiple-turn-exchanges with supportive adults. [EE.SL.1.1.A](#)
 - b Build on comments or topics initiated by an adult. [EE.SL.1.1.B](#)
 - c Use one or two words to ask questions related to the topic or text. [EE.SL.1.1.C](#)
 - d Consider individual differences when communicating with others. [EE.SL.1.1.D](#)
- 2 During shared reading activities, answer questions about details presented orally or through other media. [EE.SL.1.2](#)
- 3 Communicate confusion or lack of understanding ("I don't know."). [EE.SL.1.3](#)

Presentation of Knowledge & Ideas

- 4 Identify familiar people, places, things, and events. [EE.SL.1.4](#)
- 5 Add or select drawings or other visual or tactile displays that relate to familiar people, places, things, and events. [EE.SL.1.5](#)

Language

Knowledge of Language

- 1 Use language to achieve desired outcomes when communicating. [EE.L.1.1](#)
 - a Notice linguistic diversity. [EE.L.1.1.A](#)

Vocabulary Acquisition & Use

- 2 Demonstrate emerging knowledge of word meanings. [EE.L.1.2](#)
 - a Demonstrate understanding of words used in every day routines. [EE.L.1.2.A](#)
 - b Not applicable [EE.L.1.2.B](#)

- 3 Demonstrate emerging understanding of word relationships. [EE.L.1.3](#)
 - a With guidance and support, identify words about feelings. [EE.L.1.3.A](#)
 - b With guidance and support, sort common objects into familiar categories. [EE.L.1.3.B](#)
 - c With guidance and support, demonstrate understanding of common verbs. [EE.L.1.3.C](#)
 - 4 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. [EE.L.1.4](#)
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Conventions of Standardized English

- 5 Demonstrate emerging understanding of letter and word use. [EE.L.1.5](#)
 - a Write letters from own name. [EE.L.1.5.A](#)
 - b Use frequently occurring nouns in communication. [EE.L.1.5.B](#)
 - c Use frequently occurring plural nouns in communication. [EE.L.1.5.C](#)
 - d With guidance and support, use familiar personal pronouns (e.g., I, me, and you). [EE.L.1.5.D](#)
 - e Use familiar present tense verbs. [EE.L.1.5.E](#)
 - f With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). [EE.L.1.5.F](#)
 - g With guidance and support, use common prepositions (e.g., on, off, in, out). [EE.L.1.5.G](#)
 - h With guidance and support, use simple question words (interrogatives)(e.g., who, what). [EE.L.1.5.H](#)
- 6 Demonstrate emerging understanding of conventions of standardized English. [EE.L.1.6](#)
 - a With guidance and support, capitalize own name. [EE.L.1.6.A](#)
 - b With guidance and support during shared writing, put a period at the end of a sentence. [EE.L.1.6.B](#)
 - c Not applicable [EE.L.1.6.C](#)
 - d With guidance and support, use letters to create words. [EE.L.1.6.D](#)
 - e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words. [EE.L.1.6.E](#)