Wisconsin English Language Arts

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

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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

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

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

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

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

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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

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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

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