



1st Grade
Language Arts



READING LITERARY

RL

Key Ideas and Details

ELAGSE1RL1 Ask and answer questions about key details in a text.

ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELAGSE1RL5 Explain major difference between texts that tell stories and texts that give information.

ELAGSE1RL6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.

ELAGSE1RL8 (Not applicable to literature).

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.



READING INFORMATIONAL

RI

Key Ideas and Details

ELAGSE1RI1 Ask and answer questions about key details in a text.

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1RI5 Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and ideas

ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.

ELAGSE1RI8 Identify the reasons an author gives to support points in a text.

ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.



READING FOUNDATIONAL

RF

Print Concepts

ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.

Fluency

ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words.



WRITING

W

Text Types and Purpose

ELAGSE1W1 Write opinion pieces that introduce a topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

ELAGSE1W4 (*Begins in grade 3*).

ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- a. May include oral or written prewriting (graphic organizers).

ELAGSE1W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Research to Build and Present Knowledge

ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSE1W9 (*Begins in grade 4*).

Range of Writing

ELAGSE1W10 (*Begins in grade 3*).



SPEAKING AND LISTENING

SL

Comprehension and Collaboration

ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to comments through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELAGSE1SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

LANGUAGE

L

Conventions of Standard English

ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- k. Print with appropriate spacing between words and sentences.

LANGUAGE (continued)

L

Conventions of Standard English (continued)

ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

ELGSE1L3 (*begins in grade 2*).

Vocabulary Acquisition and Use

ELAGSE1L4 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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Include frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).