



1st Grade

English Language Arts

Learning Standards

1st Grade Introduction

Guidance and Support

Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in 1st grade, some students may require support to demonstrate skills.

Range of Student Reading Experiences for 1st Grade

Students in 1st grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Creating this learning environment for emergent readers can take a variety of formats, including read-alouds, shared readings, paired readings, learning activities and play that incorporates literacy materials, talking, experimenting with written materials, and other literacy activities. We refer to these instructional events as 'reading or literacy experiences' because the focus is on using texts, printed and visual, to develop emergent and early readers' concepts of how meaning is conveyed through reading and writing, while building their language and knowledge.

The following are examples of literary and informational text types that could be used in classroom instruction and environments. Texts are not limited to these examples.

LITERATURE: stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts.

INFORMATIONAL TEXT: nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources.

Text Complexity Expectations for 1st Grade

Students in 1st grade are at varying stages of development as word readers and as text comprehenders, with some students strengthening emergent reading skills and others reading at grade level or above. To develop each set of skills and competencies (word reading, reading comprehension skills), different instructional materials are required. During instruction to develop word reading skills, 1st grade students should have authentic opportunities to engage with texts that specifically correlate to their individual levels of phonics and word reading skills. However, to bolster students' text comprehension skills, teachers should also provide large group, small group, and individual reading activities, with materials that are content-rich and complex at *age-appropriate levels*. For example, students should participate in interactive read-aloud discussions of more complex texts, which often cannot be read independently, in order to build background knowledge and promote deeper-level thinking. Because each reader brings different skills and background knowledge to the act of reading, a text that is 'complex' for one reader may be accessible to a peer in the same classroom. For this reason, educators should provide scaffolding and support as needed to allow all students to access grade-level texts. **The most critical distinction, however, is the distinction between the complexity of the texts used to teach a child to read the words on the page, and the complexity of the texts used to build up their language and knowledge.**

English Language Learners/Multilingual Learners

English Language Learners (ELLs)/Multilingual Learners (MLLs) enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. The eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking and listening in English. ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA Standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs.

Students with Disabilities

Children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with typically-developing peers. Each child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in experiences with their typically-developing peers and be held to the same high standards and expectations as those without disabilities.



1st Grade Reading Standards (Literary and Informational Text) | 1R

Key Ideas and Details

- 1R1:** Develop and answer questions about key ideas and details in a text. (RI&RL)
- 1R2:** Identify a main topic or central idea in a text and retell important details. (RI&RL)
- 1R3:** Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

Craft and Structure

- 1R4:** Identify specific words that express feelings and senses. (RI&RL)
- 1R5:** Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)
- 1R6:** Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

Integration of Knowledge and Ideas

- 1R7:** Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)
- 1R8:** Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)
- 1R9:** Make connections between self and text (texts and other people/ world). (RI&RL)



1st Grade Reading Standards: Foundational Skills | 1RF

Print Concepts

1RF1: Demonstrate understanding of the organization and basic features of print.

1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1RF2a: Count, blend and segment single syllable words that include consonant blends.

1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.

1RF2c: Manipulate individual sounds (phonemes) in single -syllable spoken words.

Phonics and Word Recognition

1RF3: Know and apply phonics and word analysis skills in decoding words.

1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).

1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).

1RF3c: Decode regularly spelled one-syllable words.

1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.

1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.

1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)

1RF3g: Read most common high-frequency words by sight



Fluency

- 1RF4:** Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
- 1RF4a:** Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
 - 1RF4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1st Grade Writing Standards | 1W

Production and Range of Writing for 1st Grade

As students in 1st grade develop writing skills, they should actively engage in group and individual writing activities, where the focus is on helping them understand writing and drawing as a means for communication with others and as an important tool to support their own thinking and learning. Students should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade). These text types including narratives (retellings of events they have experienced or fictional stories) as well as responses to narratives, pieces of expository writing (shopping lists and notes/letters/pictures to classmates or adults in the community), and informational texts (such as ‘how-to’ books, and diagrams and pictures that generate, represent, or express information).

Conceptualized broadly, these writing experiences for our youngest learners should include opportunities to narrate or dictate their stories and ideas to an adult who is writing it down, draw and illustrate their ideas, especially making connections from read-alouds to writing. In these earliest years, we expect the use of invented spelling as part of the developmental progression. In addition to beginning to acquire alphabetic and orthographic skills—the letter-sound connections and the letter combinations—students in 1st grade should begin to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write, draw, and explore concepts; continue to explore keyboards, etc.). Please see the Lifelong Practices for Writers for examples of important lifelong writing habits that should begin in the early years and continue through life.

Text Types and Purposes

- 1W1:** Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
- 1W2:** Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.
- 1W3:** Write narratives which recount real or imagined experiences or events or a short sequence of events.
- 1W4:** Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- W5:** *Begins in Grade 4*

Research to Build and Present Knowledge

- 1W6:** Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
- 1W7:** Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.



1st Grade Speaking and Listening Standards | 1SL

Comprehension and Collaboration

- 1SL1:** Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- 1SL1a:** Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.
 - 1SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - 1SL1c:** Ask questions to clear up any confusion about topics and texts under discussion.
 - 1SL1d:** Consider individual differences when communicating with others.
- 1SL2:** Develop and answer questions about key details in diverse texts and formats.
- 1SL3:** Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.

Presentation of Knowledge and Ideas

- 1SL4:** Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
- 1SL5:** Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.
- 1SL6:** Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.



1st Grade Language Standards | 1L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 1st grade. Local curriculum choices will determine which specific skills are included in 1st grade. These banded skills can be found in Appendix A at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills *by the end of 2nd grade*. The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Conventions of Academic English/Language for Learning (See Appendix A)

Knowledge of Language

L3: *Begins in Grade 2*

Vocabulary Acquisition and Use

- 1L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
- 1L4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
 - 1L4b:** Use frequently occurring affixes as a clue to the meaning of a word.
 - 1L4c:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- 1L5:** Demonstrate understanding of word relationships and nuances in word meanings.
- 1L5a:** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 1L5b:** 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).
 - 1L5c:** Use words for identification and description, making connections between words and their use (e.g., places at home that are *cozy*).
 - 1L5d:** 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.
- 1L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).