



## ***English Language Arts State Standards Grade 1***

First grade students independently interact with literature or informational text by asking and answering questions and identifying details and main events. They can read aloud accurately and with expression. First grade students can print all letters and can write about events, topics, and opinions.

### ***Reading - Literature / Fiction Independently, the student can ...***

- ask and answer questions about key details in a text.
- retell stories, including important details, and explain the central message or lesson.
- describe characters, setting, and major events in a story using details.
- identify words or phrases in a text that relate to senses and feelings.
- explain the differences between books that tell stories and books that give information.
- identify who is telling the story.
- compare and contrast the adventures and experiences of characters in stories.
- use prior knowledge, illustrations and context to make and confirm predictions about the text.
- read stories and poems of appropriate complexity for grade 1.

### ***Reading - Informational Text / Nonfiction Independently, the student can ...***

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- explain the connection between two events, people, or ideas in a text.
- ask and answer questions to determine/clarify the meaning of words or phrases.
- use text structures (e.g., sequence, problem/solution) and text features (e.g., headings, glossary, table of contents, icons) to locate key facts or information.
- distinguish between information provided by pictures and information provided by words.  identify the reasons an author gives to support key points.
- identify similarities and differences between two texts on the same topic.
- with prompting and support, read informational text of appropriate complexity for grade 1.

### ***Reading - Foundational Skills The student can ...***

- recognize the key features of a sentence (e.g., beginning, capitalization, ending punctuation).
- tell the difference between long and short vowel sounds in spoken one-syllable words.
- blend sounds to say and read one-syllable words, including consonant blends (e.g., bl-, gr-, st-).
- segment one-syllable words into the sequence of individual sounds.
- recognize the final -e and vowel team conventions for the long vowel sounds.
- count the syllables in a word by knowing that every syllable has a vowel.
- decode two-syllable words by breaking the words into syllables.
- read words with inflectional endings (e.g., -ed, -ing, -ness).
- recognize and read grade-appropriate irregularly spelled words (e.g., what, said).
- read grade level text with purpose and understanding; read aloud with accuracy and expression.
- use context to confirm or self-correct word recognition and understanding.

### **Writing**

#### ***The student can ...***

- write opinion pieces which (a) introduce the topic or book, (b) state an opinion, (c) give a reason for the opinion, and (d) provide a sense of closure.
- write informative/explanatory texts which (a) name a topic, (b) supply several facts about the topic, and (c) provide a sense of closure.
- write narratives which (a) recount two or more events in order, (b) include some details about the events, (c) use time words to show order (e.g., first, then, next), and (d) provide a sense of closure.
- participate in shared research and writing projects.

#### ***With guidance and support from adults, the student can ...***

- respond to questions or suggestions and add details to strengthen writing.
- use a variety of digital tools to produce and publish writing.
- recall experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

#### ***The student can ...***

- participate in discussions about first grade topics and books with peers and adults.
- follow rules for discussion, such as listening carefully to others and taking turns speaking.
- respond or add to the comments of others through multiple exchanges.
- ask and answer questions about key details in a text read aloud or information presented orally.
- ask and answer questions to gather more information or clarify understanding from a speaker.
- describe familiar people, places, things and events with relevant details, expressing ideas clearly.
- add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings.

- speak audibly in complete sentences to express ideas, thoughts, and feelings.

***Language***

***The student can ...***

- print all uppercase and lowercase letters.

- use different types of nouns (e.g., common, proper, possessive).
- use singular and plural nouns with verbs that match (e.g., A rabbit hops. Rabbits hop.).
- use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone).
- use verbs to show past, present, and future actions.
- use adjectives and determiners (e.g., the, a, an, that, this, those, these, some, many, each).
- use conjunctions (e.g., and, but, or, so, because) and prepositions (e.g., during, beyond, toward).
- produce complete declarative, interrogative, imperative and exclamatory sentences.
- use correct capitalization, punctuation, and spelling, including (a) capital letters for dates and names of people, (b) end punctuation in sentences, (c) commas in dates and in a series, and (d) conventional spelling for regularly spelled words and frequent irregular words.
- use context clues within a sentence to figure out the meaning of an unknown word or phrase.
- use affixes (e.g., -ed, -ness, un-) and root words to figure out the meaning of an unknown words.
- sort words into categories and define a word by its category and one or more attributes. □ distinguish shades of meaning among verbs differing in manner (e.g., look, glance, peek, stare) and adjectives differing in intensity (e.g., large, gigantic).
- use words and phrases learned through conversation and reading, including conjunctions.