



1st Grade

“I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.” – Roald Dahl

Students will continue to receive instruction in recognizing grapheme-phoneme correspondences, and they will begin decoding and encoding longer words. There is a greater focus on finding meaning in text. Students are able to identify which details are more important, a beginning step in identifying relevancy. They are also including a sense of closure in their writing.

Foundational Skills

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

Phonological Awareness

ELA.1.F.1.2: Demonstrate phonological awareness.

- a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
- b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
- c. Blend single-syllable spoken words with at least five phonemes.
- d. Segment single-syllable spoken words with at least five phonemes.
- e. Segment and blend phonemes in multi-syllable spoken words.

Benchmark Clarifications:

Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

Phonics and Word Analysis

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
- b. Decode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode words with inflectional endings.
- e. Decode two-syllable words with regular patterns by breaking the words into syllables.
- f. Decode words that use final –e and vowel teams to make long-vowel sound.

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and [Dolch](#) and [Fry](#) word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.



Fluency

ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

- a. Recognize and read with automaticity the grade-level sight words.

Benchmark Clarifications:

Clarification 1: See [Dolch](#) and [Fry](#) word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 3: See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.

Clarification 4: “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

Clarification 5: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.

Reading

ELA.1.R.1 Reading Prose and Poetry

Literary Elements

ELA.1.R.1.1: Identify and describe the main story elements in a story.

Benchmark Clarifications:

Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Theme

ELA.1.R.1.2: Identify and explain the moral of a story.

Benchmark Clarifications:

Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

Perspective and Point of View

ELA.1.R.1.3: Explain who is telling the story using context clues.

Benchmark Clarifications:

Clarification 1: Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.



Poetry

ELA.1.R.1.4: Identify stanzas and line breaks in poems.

Benchmark Clarifications:

Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.

■ ELA.1.R.2 Reading Informational Text

Structure

ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Central Idea

ELA.1.R.2.2: Identify the topic of and relevant details in a text.

Purpose and Perspective

ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.

Benchmark Clarifications:

Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.

Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

Argument

ELA.1.R.2.4: Identify an author's opinion(s) about the topic.

■ ELA.1.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).

Benchmark Clarifications:

Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.

Paraphrasing and Summarizing

ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.

- a. Use main story elements at the beginning, middle, and end for a literary text.
- b. Use topic and important details for an informational text.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.



Comparative Reading

ELA.1.R.3.3: Compare and contrast two texts on the same topic.

Benchmark Clarifications:

Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

Communication

ELA.1.C.1 Communicating Through Writing

Handwriting

ELA.1.C.1.1: Print all upper- and lowercase letters.

Benchmark Clarifications:

Clarification 1: Students should have adequate spacing between letters and/or words.

Narrative Writing

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Argumentative Writing

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Expository Writing

ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Improving Writing

ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.

Benchmark Clarifications:

Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.



■ ELA.1.C.2 Communicating Orally

Oral Presentation

ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.

Benchmark Clarifications:

Clarification 1: For further guidance, see the [Elementary Oral Communication Rubric](#).

■ ELA.1.C.3 Following Conventions

Conventions

ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

Skills to be implemented but not yet mastered are as follows:

- Form plurals -y to -ies.
- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

Clarification 2: See [Convention Progression by Grade Level](#) for more information.

■ ELA.1.C.4 Researching

Researching and Using Information

ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.

Benchmark Clarifications:

Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.



■ ELA.1.C.5 Creating and Collaborating**Multimedia**

ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.

At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.

Technology in Communication

ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

Vocabulary**■ ELA.1.V.1 Finding Meaning****Academic Vocabulary**

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

Benchmark Clarifications:

Clarification 1: See [Base Words](#) for frequently occurring base words.

Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.

Example: Regular verbs add the inflectional ending -ed to indicate the past tense.

Context and Connotation

ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See [Context Clues](#) and [Word Relationships](#).



Sample texts by standard

	ELA.1. R.1.1	ELA.1. R.1.2	ELA.1. R.1.3	ELA.1. R.1.4	ELA.1. R.2.1	ELA.1. R.2.2	ELA.1. R.2.3	ELA.1. R.2.4	ELA.1. R.3.1	ELA.1. R.3.2	ELA.1. R.3.3
	Identify and describe the main story elements in a story.	Identify and explain the moral of a story.	Explain who is telling the story using context clues.	Identify stanzas and line breaks in poems.	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	Identify the topic of and relevant details in a text.	Explain similarities and differences between information provided in visuals and words in an informational text.	Identify an author's opinion(s) about the topic.	Identify and explain descriptive words and phrases in text(s).	Retell a text in oral or written form to enhance comprehension.	Compare and contrast two texts on the same topic.
"Daffodowndilly" by A.A. Milne				•					•	•	
"Eletelephony" by Laura Richards				•					•	•	
<i>A Picture Book of Benjamin Franklin</i> by David Adler					•	•	•	•	•	•	•
<i>Chickens Don't Fly</i> by Laura Lyn Disiena	•	•	•						•	•	
<i>Clifford the Big Red Dog</i> by Norman Bridwell	•	•	•						•	•	
<i>Danny and the Dinosaur</i> by Syd Hoff	•	•	•						•	•	
<i>Drum Dream Girl</i> by Margarita Engle	•	•	•					•	•	•	
<i>Fantastic Undersea Life of Jacques Cousteau</i> by Dan Yaccarino					•	•	•		•	•	•
<i>From Seed to Pumpkin</i> by Wendy Pfeffer and James Graham					•	•	•		•	•	•
<i>How People Learned to Fly</i> by Fran Hodgkins					•	•	•		•	•	•
<i>I Am Enough</i> by Grace Byers	•	•	•						•	•	•
<i>I am Helen Keller</i> by Brad Meltzer					•	•	•		•	•	•
<i>I Wonder</i> by Tana Hoban					•	•	•		•	•	•
<i>Keep a Poem in Your Pocket</i> by Beatrice Schenk de Regniers				•					•	•	•
<i>Madeline</i> by Ludwig Bemelmans	•								•	•	•



	ELA.1. R.1.1	ELA.1. R.1.2	ELA.1. R.1.3	ELA.1. R.1.4	ELA.1. R.2.1	ELA.1. R.2.2	ELA.1. R.2.3	ELA.1. R.2.4	ELA.1. R.3.1	ELA.1. R.3.2	ELA.1. R.3.3
	Identify and describe the main story elements in a story.	Identify and explain the moral of a story.	Explain who is telling the story using context clues.	Identify stanzas and line breaks in poems.	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	Identify the topic of and relevant details in a text.	Explain similarities and differences between information provided in visuals and words in an informational text.	Identify an author's opinion(s) about the topic.	Identify and explain descriptive words and phrases in text(s).	Retell a text in oral or written form to enhance comprehension.	Compare and contrast two texts on the same topic.
<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz</i> by Monica Brown and Rafael Lopez	•				•	•	•	•	•	•	•
<i>Now & Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta					•	•	•			•	•
<i>Police Officers</i> by Paulette Bourgeois and Kim LaFave					•	•	•			•	•
<i>Put Me in the Zoo</i> by Robert Lopshire	•		•		•					•	
<i>The Slug</i> by Elise Gravel					•		•			•	
<i>The Tale of Peter Rabbit</i> by Beatrix Potter	•	•	•						•	•	
<i>The Three Little Pigs</i> by James Halliwell-Phillipps	•	•							•	•	•
<i>The Tortoise and the Hare</i> by Aesop	•	•							•	•	•
<i>The Ugly Duckling</i> by Hans Christian Andersen	•	•							•	•	•
<i>The Velveteen Rabbit</i> by Margery Williams	•	•	•						•	•	•
<i>The White House</i> by Lloyd Douglas					•	•	•		•	•	•
<i>Tooth By Tooth: Comparing Fangs, Tusks, and Chompers</i> by Sara Levine					•	•	•			•	•