

Grade 1 Language Arts Standards

Foundational Skills

1. Students will be able to 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).
2. Students will be able to 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).
3. Students will be able to know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.
 - 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.
 - g. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
4. Students will be able to read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

Literature

1. With prompting and support, students will be able to ask and answer questions about key details in a text.
2. With prompting and support, students will be able to retell stories, including key details and demonstrate understanding of their central message or lesson.
3. With prompting and support, students will be able to identify characters, settings, and major events in a story using key details.
4. Students will be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Students will be able to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. With prompting and support, students will be able to identify who is telling the story at various points in a text.
7. Students will be able to use illustrations and details in a story to describe its characters, setting, or events.
8. Students will be able to compare and contrast the adventures and experiences of characters in stories.

Informational Text

1. With prompting and support, students will be able to ask and answer questions about key details in a text.
2. Students will be able to identify the main topic and retell key details of a text.
3. Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text.
4. Students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Students will be able to know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7. Students will be able to use the illustrations and details in a text to describe its key ideas.
8. Students will be able to identify the reasons an author gives to support points in a text.
9. Students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
10. With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

Writing

1. Students will be able to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Students will be able to write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Students will be able to write narratives and other creative texts 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.
4. With guidance and support from adults, students will be able to focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
5. With guidance and support from adults, students will be able to use a variety of digital tools to produce and publish writing, including in collaboration with peers.
6. Students will be able to participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
7. With guidance and support from adults, students will be able to recall information from experiences or gather information from provided sources to answer a question.

Speaking, Viewing, Listening, and Media Literacy

1. Students will be able to 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 the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
 - d. Listen to others’ ideas and identify others’ points of view.
 - e. Follow two-step oral directions.
2. Students will be able to ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
3. Students will be able to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
4. Students will be able to describe people, places, things, and events with relative details, expressing ideas and feelings clearly.
5. Students will be able to add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Students will be able to produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
7. Students will be able to distinguish among and understand purposes of different types of print, digital, and multimodal media.
 - a. Demonstrate understanding of media by asking and answering appropriate questions about

- what is read, heard or viewed.
- b. Summarize ideas from media in own words.
8. With prompting and support, students will be able to create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)

Language

1. Students will be able to 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 declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Students will be able to 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.
3. Students will be able to 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 base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
4. With guidance and support from adults, students will be able to demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

- 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.
5. 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).

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