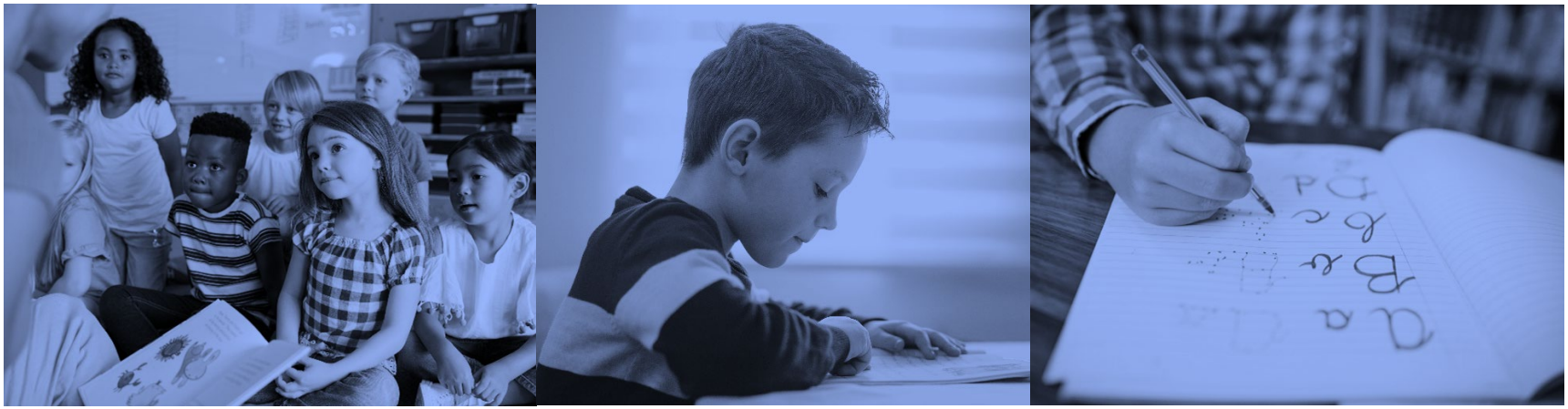
Georgia's K-12 English Language Arts (ELA) Standards

Foundations, Language, Texts, & Practices



1st Grade

Georgia Department of Education

1st Grade Table of Contents & Navigation

K-2 DOMAIN: Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.
I. BIG IDEA: Phonological Awareness Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.
II. BIG IDEA: Concepts of Print This big idea ends in kindergarten.
III. BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
IV. BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression.
V. BIG IDEA: Handwriting Students develop print handwriting skills.
K-2 DOMAIN: Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
I. BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
II. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
K-2 DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.
I. BIG IDEA: Context Students explore the relationships between authors, purposes, and audiences of texts.
II. BIG IDEA: Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
III. BIG IDEA: Techniques Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.
IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
K-12 DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1st Grade Foundations: Table of Contents & Navigation

I. BIG IDEA: Phonological Awareness Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.
STANDARD F.PA.1: Rhyme This progression ends in kindergarten.
STANDARD F.PA.2: Words & Sentences This progression ends in kindergarten.
STANDARD F.PA.3: Compound Words This progression ends in kindergarten.
STANDARD K-1.F.PA.4: Syllables Identify and manipulate syllables in spoken words.
STANDARD K-1.F.PA.5: Onsets & Rimes Blend and segment onsets and rimes in spoken words.
STANDARD K-1.F.PA.6: Phonemic Awareness Identify and manipulate the individual sounds in spoken words.
II. BIG IDEA: Concepts of Print This big idea ends in kindergarten.
III. BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.
STANDARD K-2.F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.
STANDARD K-2.F.P.3: Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.
STANDARD F.P.4: Decoding & Encoding with Phonics This standard only applies to the 3-5 grade band.

IV. BIG IDEA: Fluency
Students read text aloud or silently with speed, accuracy, and expression.

STANDARD K-2.F.F.1: Oral & Silent Reading Fluency
Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

V. BIG IDEA: Handwriting
Students develop print handwriting skills.

STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation
Use fine motor skills to form legible letters and words in print.

STANDARD K-2.F.H.2: Transcription & Handwriting Fluency
Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.

STANDARD F.H.3: Read Cursive
This standard only applies to the 3-5 grade band.

STANDARD F.H.4: Write Cursive
This standard only applies to the 3-5 grade band.

K-5 Foundations: Progression of Skills & Concepts

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
BIG IDEA: Phonological Awareness						
K.F.PA.1: Rhyme						
K.F.PA.2: Words & Sentences						
K.F.PA.3: Compound Words						
K.F.PA.4: Syllables						
K-1.F.PA.5: Onsets & Rimes						
K-1.F.PA.6: Phonemic Awareness						
BIG IDEA: Concepts of Print						
K.F.CP.1: Conceptualizing Text						
K.F.CP.2: Book Orientation & Directionality of Print Texts						
K.F.CP.3: Mechanics of Print Texts						
K.F.CP.4: Alphabet Knowledge						
BIG IDEA: Phonics						
K-2.F.P.1: Phoneme-Grapheme Correspondences						
K-2.F.P.2: Decoding with Phonics						
K-2.F.P.3: Encoding with Phonics						
3-5.F.P.4: Decoding & Encoding with Phonics						
BIG IDEA: Fluency						
K-5.F.F.1: Oral & Silent Reading Fluency						
BIG IDEA: Handwriting						
K-2.F.H.1: Motor Skills & Letter/Word Formation						
K-2.F.H.2: Transcription & Handwriting Fluency						
3-5.F.H.3: Read Cursive						
3-5.F.H.4: Write Cursive						

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1st Grade Phonological Awareness: Table of Contents & Navigation

I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.
STANDARD F.PA.1: Rhyme This progression ends in kindergarten.
STANDARD F.PA.2: Words & Sentences This progression ends in kindergarten.
STANDARD F.PA.3: Compound Words This progression ends in kindergarten.
STANDARD K-1.F.PA.4: Syllables Identify and manipulate syllables in spoken words.
STANDARD K-1.F.PA.5: Onsets & Rimes Blend and segment onsets and rimes in spoken words.
STANDARD K-1.F.PA.6: Phonemic Awareness Identify and manipulate the individual sounds in spoken words.

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I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.	
STANDARD K-1.F.PA.4: Syllables Identify and manipulate syllables in spoken words.	
1st Grade Expectations	
1.F.PA.4.a	Reinforce as appropriate.
1.F.PA.4.b	Reinforce as appropriate.
1.F.PA.4.c	Reinforce as appropriate.
1.F.PA.4.d	Add, delete, and substitute syllables in spoken words.

I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.	
STANDARD K-1.F.PA.5: Onsets & Rimes Blend and segment onsets and rimes in spoken words.	
1st Grade Expectations	
1.F.PA.5.a	Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.
1.F.PA.5.b	Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.

I. BIG IDEA: Phonological Awareness (PA) Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.	
STANDARD K-1.F.PA.6: Phonemic Awareness Identify and manipulate the individual sounds in spoken words.	
1st Grade Expectations	
1.F.PA.6.a	Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.
1.F.PA.6.b	Distinguish between short and long vowel sounds in spoken one-syllable words.
1.F.PA.6.c	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.
1.F.PA.6.d	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1st Grade Phonics: Table of Contents & Navigation

III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.
STANDARD K-2.F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.
STANDARD K-2.F.P.3: Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.
STANDARD F.P.3: Decoding & Encoding with Phonics This standard only applies to the 3-5 grade band.

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III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.	
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.	
1st Grade Expectations	
1.F.P.1.a	Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.
1.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.

III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.	
STANDARD K-2.F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.	
1st Grade Expectations	
1.F.P.2.a	Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC), including high-frequency words.
1.F.P.2.b	Identify and decode parts of irregularly spelled words, including high-frequency words.
1.F.P.2.c	Decode one-syllable nonsense words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC).
1.F.P.2.d	Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.
1.F.P.2.e	This progression ends in kindergarten.

III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.	
STANDARD K-2.F.P.3: Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.	
1st Grade Expectations	
1.F.P.3.a	Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.
1.F.P.3.b	Identify and encode irregularly spelled words, including high-frequency words.
1.F.P.3.c	Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).
1.F.P.3.d	Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1st Grade Fluency: Table of Contents & Navigation

IV. BIG IDEA: Fluency Students read text aloud or silently with speed, accuracy, and expression.
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

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IV. BIG IDEA: Fluency (F) Students read text aloud or silently with speed, accuracy, and expression.	
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	
1st Grade Expectations	
1.F.F.1.a	Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.
1.F.F.1.b	Read a wide range of grade-level texts aloud with increasing accuracy.
1.F.F.1.c	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.
1.F.F.1.d	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

1st Grade Handwriting: Table of Contents & Navigation

V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print.
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.
STANDARD F.H.3: Read Cursive This standard only applies to the 3-5 grade band.
STANDARD F.H.4: Write Cursive This standard only applies to the 3-5 grade band.

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V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.	
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print.	
1st Grade Expectations	
1.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy and consistency.
1.F.H.1.b	Form words with accuracy and consistency.
1.F.H.1.c	Use appropriate spacing between letters, words, and sentences across lines on a page.

V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.	
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.	
1st Grade Expectations	
1.F.H.2.a	Perform basic transcription skills.
1.F.H.2.b	Build handwriting fluency by forming accurate letters and words with increasing speed.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

1st Grade Language: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics Learn and apply the conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.* *The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) chart is designed to function as a K-12 progression of skills and concepts.
STANDARD K-2.L.GC.2: Syntax Recognize and compose coherent sentences that express complete thoughts.
II. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words in a variety of settings.
STANDARD K-2.L.V.2: Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.
STANDARD K-2.L.V.3: Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

1st Grade Grammar Conventions: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.* *The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.
STANDARD K-2.L.GC.2: Syntax Recognize and compose coherent sentences that express complete thoughts.

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I. BIG IDEA: Grammar Conventions (GC)
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics
Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.

Understanding & Using the GUM Chart

The Grammar, Usage, & Mechanics (GUM) Chart shows the progression of K-12 expectations for standard K-12.L.GC.1. Each expectation belongs to one of three categories, which are coded as follows:

Grammar: G | Grammar is the system and structure of a language. It describes how the parts of speech are used to craft and structure meaningful sentences.
Usage: U | Usage refers to how words and phrases communicate meaning in context.
Mechanics: M **|** Mechanics are the rules and conventions that govern the technical aspects of written language: capitalization, punctuation, and spelling. (Please note that spelling expectations are outlined in the K-5 Foundations Domain as part of the Phonics Big Idea.)

Students learn, practice, and master grammar, usage, and mechanics skills through explicit instruction and in context as they routinely interpret and construct texts. Mastery is achieved when students apply skills appropriately and consistently both in and out of context. Skills that are more complex often take more than one academic year to master. Upon achieving mastery, students will continue to apply these skills as they read and write increasingly complex texts. These skills should be periodically formatively assessed and reinforced as needed to ensure that students maintain proficiency as text complexity increases.

The GUM chart uses the following five codes to communicate end-of-grade-level expectations:

Not Yet Introduced: NYI | The skill has not yet been introduced in the K-12 progression; it is not a formal grade-level expectation.
Introduce: I | The skill is introduced at this grade level; students practice applying the skill, but end-of-grade mastery is not required.
Continue: C | The skill is introduced at an earlier grade level; students continue to practice and apply it, but end-of-grade mastery is not required.
Master: M | The skill should be mastered by the end of this grade.
Reinforce: R | The skill is mastered in an earlier grade level; it should be reinforced as students read and write increasingly complex texts.

K-12 Grammar, Usage, & Mechanics (GUM) Chart

STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics | Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
U	Use nouns and verbs to share complete thoughts when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Form and use singular and plural nouns when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Use interrogatives to ask questions when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
M	Capitalize the first word of a sentence and the pronoun *I*.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
G	Form regular plural nouns by adding -s or -es.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -ing, -ed, or -s.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use action verbs.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use adjectives and adverbs.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Use common and proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form and use the simple verb tenses.	I	C	M	R	R	R	R	R	R	R	R	R	R
U	Use determiners (articles, possessive determiners, demonstrative adjectives).	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Capitalize proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Use periods, exclamation marks, and question marks at the end of sentences.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form plural nouns by changing -y to -ies.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use personal pronouns (subject, object, and possessive).	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use frequently occurring prepositions.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use commas to separate items in a series and to format dates, addresses, salutations, and closings.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use apostrophes to form contractions and singular possessive nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
G	Form and use irregular plural nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use the past tense of irregular verbs.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Use coordinating conjunctions to join words, phrases, or clauses.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -d or -es.	NYI	NYI	I/M	R	R	R	R	R	R	R	R	R	R
G	Use collective and abstract nouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Use reflexive pronouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use commas with coordinating conjunctions to join independent clauses.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use hyphens to divide words at line breaks.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Form and use prepositional phrases.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Form and use comparative and superlative adjectives and adverbs.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
U	Ensure pronoun-antecedent agreement.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Use relative pronouns and relative adverbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use interjections.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use helping and linking verbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
U	Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use commas to indicate direct address and to set off the words *yes* and *no.*	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use apostrophes to form plural possessive nouns.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
G	Use indefinite pronouns, ensuring correct agreement.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use subordinating conjunctions to join clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use commas after introductory phrases or clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use intensive pronouns.	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R
G	Form and use the progressive, perfect, and perfect progressive verb aspects.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Form and use participles.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
U	Recognize and correct vague pronoun references.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Use correlative conjunctions to join words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use semicolons to separate items in a series or list when at least one of the items already contains commas.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R
M	Use ellipses appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use hyphens with appropriate affixes and compound words.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
GU	Use parts of speech and their associated phrases or clauses to perform indicated	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
	sentence functions (e.g., subject, direct object, predicate nominative, modifier).													
M	Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.	NYI	NYI	NYI	NYI	NYI	I	C	C	C	M	R	R	R
G	Use demonstrative pronouns.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I, M	R	R	R	R	R
M	Use colons to introduce lists, examples, and explanations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R
U	Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R
U	Use tenses and aspects to indicate the mood of a verb.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use colons to introduce quotations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use dashes appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R
GUM	Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R

Top

I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
STANDARD K-2.L.GC.2: Syntax Recognize and compose coherent sentences that express complete thoughts.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.L.GC.2.a	Distinguish between complete and incomplete simple sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
Expectations for Constructing Texts Writing | Speaking | Creating	
1.L.GC.2.b	Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.
1.L.GC.2.c	Use singular and plural subjects with matching verbs.
1.L.GC.2.d	With adult support, use adjectives or adverbs to add details or clarify meaning.
1.L.GC.2.e	This progression begins in 9th grade.

Top

DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

1st Grade Vocabulary: Table of Contents & Navigation

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words in a variety of settings.
STANDARD K-2.L.V.2: Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.
STANDARD K-2.L.V.3: Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

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II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.L.V.1.a	*Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.*
Expectations for Constructing Texts Writing | Speaking | Creating	
1.L.V.1.b	*Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
STANDARD K-2.L.V.2: Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.L.V.2.a	Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).
1.L.V.2.b	This progression begins in 3rd grade.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.L.V.2.c	Construct words using frequently occurring root words and inflectional endings.
1.L.V.2.d	This progression begins in 6th grade.

Top

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
STANDARD K-2.L.V.3: Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.L.V.3.a	Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
1.L.V.3.b	Identify the relationship between words and their synonyms and antonyms.
1.L.V.3.c	Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).
1.L.V.3.d	With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.L.V.3.e	*Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Top

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

1st Grade Texts: Table of Contents & Navigation

I. BIG IDEA: Context Students explore the relationships between authors, purposes, and audiences of texts.
STANDARD K-2.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.
STANDARD K-2.T.C.2: Authors & Speakers Investigate the relationships between authors and speakers in texts.
II. BIG IDEA: Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
STANDARD K-2.T.SS.1: Organization Identify and use organizational structures to craft meaning.
STANDARD K-2.T.SS.2: Craft Identify and use descriptive and engaging language.
III. BIG IDEA: Techniques Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.
STANDARD K-2.T.T.1: Narrative Techniques Identify and use narrative techniques to shape understanding.
STANDARD K-2.T.T.2: Expository Techniques Identify and use expository techniques to shape understanding.
STANDARD K-2.T.T.3: Opinion Techniques Identify and use opinion techniques to shape understanding.
STANDARD K-2.T.T.4: Poetic Techniques Identify and use poetic techniques to shape understanding.
IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD K-2.T.RA.1: Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.
STANDARD K-2.T.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

1st Grade Context: Table of Contents & Navigation

I. BIG IDEA: Context (C) Students explore the relationships and roles of authors, purposes, and audiences of texts.
STANDARD K-2.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.
STANDARD K-2.T.C.2: Authors & Speakers Investigate the relationships between authors and speakers in texts.

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I. BIG IDEA: Context (C) Students explore the relationships and roles of authors, purposes, and audiences of texts.	
STANDARD K-2.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.C.1.a	Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.
1.T.C.1.b	Identify different modes of communication: print, digital, auditory, and visual.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.C.1.c	Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

I. BIG IDEA: Context (C) Students explore the relationships and roles of authors, purposes, and audiences of texts.	
STANDARD K-2.T.C.2: Authors & Speakers Investigate the relationships between authors and speakers in texts.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.C.2.a	Identify who is speaking or telling the story at various points in a text.
1.T.C.2.b	This progression begins in 6th grade.
1.T.C.2.c	This progression begins in 3rd grade.
1.T.C.2.d	This progression begins in 6th grade.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

1st Grade Structure & Style: Table of Contents & Navigation

II. BIG IDEA: Structure & Style (SS) Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
STANDARD K-2.T.SS.1: Organization Identify and use organizational structures to craft meaning.
STANDARD K-2.T.SS.2: Craft Identify and use descriptive and engaging language.

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II. BIG IDEA: Structure & Style (SS) Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.	
STANDARD K-2.T.SS.1: Organization Identify and use organizational structures to craft meaning.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.SS.1.a	Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.SS.1.b	Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
1.T.SS.1.c	Use transition words or phrases, such as *once upon a time, next*, and *last,* to sequence events and actions.
1.T.SS.1.d	This progression begins in 3rd grade.

II. BIG IDEA: Structure & Style (SS) Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.	
STANDARD K-2.T.SS.2: Craft Identify and use descriptive and engaging language.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.SS.2.a	Identify and explain the use of descriptive words in texts.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.SS.2.b	Use descriptive words to craft engaging texts.
1.T.SS.2.c	This progression begins in 6th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

1st Grade Techniques: Table of Contents & Navigation

III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.
STANDARD K-2.T.T.1: Narrative Techniques Identify and use narrative techniques to shape understanding.
STANDARD K-2.T.T.2: Expository Techniques Identify and use expository techniques to shape understanding.
STANDARD K-2.T.T.3: Opinion Techniques Identify and use opinion techniques to shape understanding.
STANDARD K-2.T.T.4: Poetic Techniques Identify and use poetic techniques to shape understanding.

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III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	
STANDARD K-2.T.T.1: Narrative Techniques Identify and use narrative techniques to shape understanding.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.T.1.a	Identify techniques used to craft stories, including characters, setting, major events, and dialogue.
1.T.T.1.b	Identify a simple plot with a problem and solution.
1.T.T.1.c	Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.
1.T.T.1.d	*With adult support, compare and contrast characters and their experiences in stories across diverse cultures.*
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.T.1.e	Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	
STANDARD K-2.T.T.2: Expository Techniques Identify and use expository techniques to shape understanding.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.T.2.a	Identify techniques used to craft expository texts, including main topic and supporting details.
1.T.T.2.b	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.T.T.2.c	This progression begins in 3rd grade.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.T.2.d	Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.

Top

III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	
STANDARD K-2.T.T.3: Opinion Techniques Identify and use opinion techniques to shape understanding.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.T.3.a	Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.
1.T.T.3.b	This progression begins in 9th grade.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.T.3.c	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words *and* and *because*.
1.T.T.3.d	This progression begins in 9th grade.

III. BIG IDEA: Techniques (T) Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.	
STANDARD K-2.T.T.4: Poetic Techniques Identify and use poetic techniques to shape understanding.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.T.4.a	Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.T.4.b	Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.

Top

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

1st Grade Research & Analysis: Table of Contents & Navigation

IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD K-2.T.RA.1: Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.
STANDARD K-2.T.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

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IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	
STANDARD K-2.T.RA.1: Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.RA.1.a	Ask questions about topics of interest for research.
1.T.RA.1.b	Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.RA.1.c	Share relevant and accurate information through a variety of different modes.

IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	
STANDARD K-2.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.	
1st Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
1.T.RA.2.a	Refer to parts of texts when supporting an idea, answer, or opinion.
1.T.RA.2.b	Explore various sources of information, including print, digital, and personal communication.
Expectations for Constructing Texts Writing | Speaking | Creating	
1.T.RA.2.c	This progression begins in 5th grade.

Top

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Note: This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.

K-12 Practices: Table of Contents & Navigation

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.

IV. BIG IDEA: Collaboration & Presentation (CP)
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration
Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation
Use presentation skills to tailor communication to target audiences for specific purposes.

Top

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition: Table of Contents & Navigation

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Top

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
K-12.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
K-12.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
K-12.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
K-12.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
K-12.P.EICC.1.f	Develop independence and autonomy as a reader and writer.

Top

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing |Speaking | Creating	
K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
K-12.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
K-12.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.
K-12.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
K-12.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.

Top

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
K-12.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
K-12.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.e	Make and track predictions about the events and information likely to come next.
K-12.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

***Comprehension strategies** are tools that students should develop throughout their K-12 education as they work to interpret increasingly complex texts. The effectiveness of these strategies depends largely on the texts themselves, the reasons students engage with them, and the preferences and knowledge bases of individual students. For these reasons, students should receive instruction in a variety of comprehension strategies. Students should learn to select and apply strategies flexibly in order to make sense of the text and accomplish their goals.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.	
K-12 Expectations	
Expectations for Constructing Texts Writing | Speaking | Creating	
K-12.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.
K-12.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
K-12.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
K-12.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
K-12.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
K-12.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
K-12.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
K-12.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Situating Texts: Table of Contents & Navigation

II. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

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BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
K-12.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.
K-12.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
K-12.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
K-12.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Practices: Table of Contents & Navigation

III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.

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BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
K-12.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
K-12.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
K-12.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	
K-12 Expectations	
Expectations for Constructing Texts Writing | Speaking | Creating	
K-12.P.AC.2.a	Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
K-12.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

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BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
K-12.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Collaboration & Presentation: Table of Contents & Navigation

IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.

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BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
K-12.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
K-12.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.2.a	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.
K-12.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
K-12.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.
K-12.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.

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