

# Grade 1

## Listening and Reading

### 1 Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 1

#### PE/E Pre-Emergent/Emergent

- 1 Respond to simple literal questions. 1.PE/E-1
- 2 Identify key words and phrases in a variety of literary texts and presentations. 1.PE/E-2
- 3 Restate a sequence of events using key words. 1.PE/E-3
- 4 Identify the topic of literary texts and presentations. 1.PE/E-4
- PE/E-5. Identify basic similarities and differences within a familiar text. 1.PE/E-

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#### B Basic

- 1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text. 1.B-1
- 2 Identify key details in a variety of literary texts and presentations. 1.B-2
- 3 Sequence a series of events using key words and phrases. 1.B-3
- 4 Identify the central idea of literary texts and presentations. 1.B-4
- 5 Identify and describe similarities and differences within a text. 1.B-5

#### I Intermediate

- 1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea. 1.I-1
- 2 Retell stories to include key details in a variety of literary texts and presentations. 1.I-2
- 3 Sequence a series of events using transitions. 1.I-3
- 4 Identify the central idea of literary texts and presentations. 1.I-4
- 5 Identify and describe similarities and differences within a text. 1.I-5

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**2 Determine the meaning of words and phrases in oral presentations and literary and informational text.**

**PE/E** Pre-Emergent/Emergent

- 1 Answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. **2.PE/E-1**

**B** Basic

- 1 Determine the meaning of general academic, and content-specific words and phrases, and some common expressions **2.B-1**

**I** Intermediate

- 1 Determine the meaning of less frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions. **2.I-1**
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## Speaking and Writing

### 3 Speak and write about grade appropriate complex literary and informational texts and topics. 3

#### PE/E Pre-Emergent/Emergent

- 1 Communicate simple information or feelings about familiar topics, experiences, or events. 3.PE/E-1
- 2 Add appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events. 3.PE/E-2
- 3 Compose written statements about familiar text and topics using appropriate conventions. 3.PE/E-3
- 4 Produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames. 3.PE/E-4

#### B Basic

- 1 Communicate simple messages about a variety of topics, experiences, or events. 3.B-1
- 2 Add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events. 3.B-2
- 3 Compose short written texts using appropriate conventions (narrative and informational). 3.B-3
- 4 Produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames. 3.B-4

#### I Intermediate

- 1 Communicate oral presentations about a variety of topics, experiences, or events. 3.I-1
- 2 Add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events. 3.I-2
- 3 Compose written narratives and informational texts using appropriate conventions. 3.I-3
- 4 Produce writing with appropriate organization on a variety of topics, experiences, or events. 3.I-4

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**4 Construct grade appropriate oral and written claims and support them with reasoning and evidence.**

**PE/E** Pre-Emergent

- 1 Express an opinion using words and/or illustrations about a familiar topic. **4.PE/E.1**
- 2 Identify and use words that signal closure. **4.PE/E.2**

**B** Basic

- 1 Express an opinion or preference using phrases about a familiar topic or story **4.B.1**
- 2 Identify and use phrases that signal closure. **4.B.2**

**I** Intermediate

- 1 Express an opinion about a given topic or story and use justification. **4.I.1**
- 2 Provide a sense of closure to an opinion. **4.I.2**

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**5 Adapt language choices to purpose, task, and audience when speaking and writing.**

**PE/E** Pre-Emergent/Emergent

- 1 Respond to questions and suggestions from peers and add details to writing. **5.PE/E-1**
- 2 Respond to questions and suggestions from peers and add details to writing. **5.PE/E-2**

**B** Basic

- 1 Respond to questions and suggestions from peers and add details to strengthen writing as needed. **5.B-1**
- 2 Demonstrate awareness of differences between informal playground speech and language appropriate to the classroom. **5.B-2**

**I** Intermediate

- 1 Respond to questions and suggestions from peers and add details to strengthen writing as needed. **5.I-1**
  - 2 Shift appropriately between informal “playground speech” and language appropriate to the classroom. **5.I-2**
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## Listening, Speaking, Reading, and Writing

### **6 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.**

#### PE/E Pre-Emergent/Emergent

- 1 Listen to short conversations about familiar topics and respond using gestures, words, and simple phrases. 6.PE/E-1
- 2 Respond to simple yes-no and some wh- questions about familiar topics. 6.PE/E-2
- 3 Follow basic rules of discussion about familiar topics. 6.PE/E-3

#### B Basic

- 1 Participate in short discussions and/or written exchanges. 6.B-1
- 2 Ask simple yes/no and wh- questions about familiar topics. 6.B-2
- 3 Follow the rules for discussion. 6.B-3

#### I Intermediate

- 1 Participate in discussions and/or written exchanges about a variety of topics. 6.I-1
- 2 Ask and answer questions about a variety of gradeappropriate topics. 6.I-2
- 3 Follow the rules for discussion. 6.I-3

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### **7 Conduct research and evaluate and communicate findings to answer questions or solve problems.**

#### PE/E Pre-Emergent/Emergent

- 1 Label information and observations in simple notes. 7.PE/E-1
- 2 Respond to a question or problem based on provided information from resources. 7.PE/E-2

#### B Basic

- 1 Record information and observations in guided notes. 7.B-1
- 2 Respond to a question or problem based on gathered information from provided source. 7.B-2

#### I Intermediate

- 1 Record information and observations in organized notes. 7.I-1
- 2 Respond to a question or problem based on relevant personal experience or gathered information. 7.I-2

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## 8 Analyze and critique the arguments of others orally and in writing.

### PE/E Pre-Emergent/Emergent

- 1 Orally identify one reason an author or a speaker gives to support a point. 8.PE/E-1
- 2 Respond to yes-no, either-or, and wh- questions about what an author or speaker says. 8.PE/E-2

### B Basic

- 1 Orally and/or in writing identify one or two reasons an author or speaker gives to support the points. 8.B-1
- 2 Ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says. 8.B-2

### I Intermediate

- 1 Orally and/or in writing identify relevant reasons an author or speaker gives to support the points. 8.I-1
  - 2 Ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. 8.I-2
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## Language

### 9 Create clear and coherent grade-appropriate speech and text.

#### PE/E Pre-Emergent/Emergent

- 1 Apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). 9.PE/E-1
- 2 Apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking. 9.PE/E-2

#### B Basic

- 1 Apply understanding of how text types are organized in increasing complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). 9.B-1
- 2 Apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking. 9.B-2

#### I Intermediate

- 1 Apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). 9.I-1
- 2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking 9.I-2

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**10 Make accurate use of standard English to communicate in grade appropriate speech and writing.**

**PE/E Pre-Emergent/Emergent**

- 1 Using some familiar singular and plural nouns. **10.PE/E-1**
- 2 Using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). **10.PE/E-2**
- 3 Recognizing possessive nouns (e.g., That is Mary's backpack.). **10.PE/E-3**
- 4 Beginning to use personal subject and object pronouns. **10.PE/E-4**
- 5 Using familiar verbs in the present progressive. **10.PE/E-5**
- 6 Using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g. , had, was, went). **10.PE/E-6**
- 7 Using some familiar verbs in the future with "going to" **10.PE/E-7**
- 8 Applying subject -verb agreement using familiar nouns and verbs **10.PE/E-8**
- 9 Recognizing and use some frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). **10.PE/E-9**
- 10 Beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process . **10.PE/E-10**
- 11 Using some simple, frequently occurring conjunctions (e.g., and, but). **10.PE/E-11**
- 12 Beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. **10.PE/E-12**

**B Basic**

- 1 Using an increasing range of singular and plural nouns. **10.B-1**
- 2 Using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). **10.B-2**
- 3 Using possessive with some familiar nouns (e.g., That is Mary's backpack.). **10.B-3**
- 4 Using personal subject and object pronouns. **10.B-4**
- 5 Using verbs distinguishing present progressive and simple present. **10.B-5**
- 6 Using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g. , ate, ran, sang). **10.B-6**
- 7 Using an increasing range of verbs in the future with "going to" and "will". **10.B-7**
- 8 Applying subject - verb agreement using an increasing range of nouns and verbs. **10.B-8**
- 9 Using an increasing number of frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). **10.B-9**

- 10 Using a wider range of prepositional phrases (e.g. , after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process . 10.B-10
- 11 Using a wider range of frequently occurring conjunctions (e.g., and, but, because). 10.B-11
- 12 Increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. 10.B-12

#### I Intermediate

- 1 Using grade-appropriate singular and plural nouns. 10.I-1
- 2 Using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 10.I-2
- 3 Using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack). 10.I-3
- 4 Using personal (subject and object), possessive, and indefinite pronouns 10.I-4
- 5 Using verbs in the past progressive. 10.I-5
- 6 Using grade - appropriate verbs in the simple present and simple past, including irregular past forms (e.g. , drank, sat, wrote). 10.I-6
- 7 Using grade - appropriate verbs in the future with "going to" and "will". 10.I-7
- 8 Applying subject - verb agreement using grade -appropriate nouns and verbs. 10.I-8
- 9 Using a variety of frequently occurring adjectives (i.e. , descriptive, possessive, demonstrative). 10.I-9
- 10 Using a variety of prepositional phrases (e.g. , toward the playground) to provide detail (e.g., time, manner, place, cause) . 10.I-10
- 11 Using frequently occurring conjunctions (e.g., and, but, or, so, because). 10.I-11
- 12 Using appropriate word order (subject-verbobject) in declarative, imperative, and interrogative sentences. 10.I-12