

Grade 1

Communicate using verbal and nonverbal language to express and receive information. **1.1**

1 Communicate using verbal and nonverbal language to express and receive information. **1.1**

With guidance and support students can:

a Participate in conversations with adults (EE.SL.1.1). **1.1.A**

i Engage in multiple-turn exchanges with supportive adults (EE.SL.1.1a). **1.1.A.I**

ii Build on comments or topics initiated by an adult (EE.SL.1.1b). **1.1.A.II**

iii Uses one or two words to ask questions related to personally relevant topics (EE.SL.1.1c). **1.1.A.III**

b During shared reading activities, answer questions about details presented orally or through other media (EE.SL.1.2). **1.1.B**

c Communicate confusion or lack of understanding (e.g., “I don’t know.”) (EE.SL.1.3). **1.1.C**

Use multiple strategies to develop and expand oral communication. **1.2**

2 Use multiple strategies to develop and expand oral communication. **1.2**

With guidance and support students can:

a Describe familiar people, places, things, and feelings with at least one detail. **1.2.A**

b Add drawing, visual display, or other media to clarify writing products or oral discussions. **1.2.B**

c Produce a sentence when appropriate to a task or situation. **1.2.C**

d Follow simple two-step directions. **1.2.D**

Apply foundational reading strategies to fluently read and comprehend literary texts. **1.3**

3 Apply foundational reading strategies to fluently read and comprehend literary texts. **1.3**

With guidance and support students can:

- a Identify details in familiar stories (EE.RL.1.1).** 1.3.A
 - i Recount major events in familiar stories (EE.RL.1.2). 1.3.A.I
 - ii Identify characters and settings in a familiar story (EE.RL.1.3). 1.3.A.II
 - iii Make predictions about what will happen in a text. 1.3.A.III
-

- b Match a picture to an activity (EE.RL.1.4).** 1.3.B
 - i Identify a text as telling a story (EE.RL.1.5). 1.3.B.I
 - ii Identify a speaker within a familiar story (EE.RL.1.6). 1.3.B.II
-

- c Identify illustrations or objects/tactual information that go with a familiar story (EE.RL.1.7).** 1.3.C
 - i Identify adventures or experiences of characters in a story as same or different (EE.RL.1.9) 1.3.C.I
-

- d Actively engage in shared reading for a clearly stated purpose (EE.RL.1.10).** 1.3.D
-

Apply foundational reading strategies to fluently read and comprehend informational texts. 1.4

- 4 Apply foundational reading strategies to fluently read and comprehend informational texts.** 1.4

With guidance and support students can:

- a Identify details in familiar text (EE.RI.1.1).** 1.4.A
 - i Identify details related to the topic of a text (EE.RI.1.2) 1.4.A.I
 - ii Identify individuals, events, or details in a familiar informational text (EE.RI.1.3). 1.4.A.II
-

- b Ask a reader to clarify the meaning of a word in a text (EE.RI.1.4).** 1.4.B
 - i Locate the front cover, back cover, and title page of a book (EE.RI.1.5). 1.4.B.I
 - ii Distinguish between words and illustrations in a text (EE.RI.1.6). 1.4.B.II
-

- c Identify illustrations or objects/tactual information that go with a familiar text (EE.RI.1.7).** 1.4.C
 - i Identify points the author makes in a familiar informational text (EE.RI.1.8). 1.4.C.I
 - ii Match similar parts of two texts on the same topic (EE.RI.1.9). 1.4.C.II
-

- d Actively engage in shared reading of informational text (EE.RI.1.10).** 1.4.D
-

Refine foundational reading skills through understanding word structure, word relationships, and word families. 1.5

- 5 Refine foundational reading skills through understanding word structure, word relationships, and word families.** 1.5

With guidance and support students can:

a Demonstrate emerging understanding of the organization of print (EE.RF.1.1). 1.5.A

- i Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, one-to-one correspondence between written and spoken word) (EE.RF.1.1a). 1.5.A.I

b Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (EE.RF.1.2). 1.5.B

- i Recognize rhyming words (EE.RF.1.2a). 1.5.B.I
- ii Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word (EE.RF.1.2b). 1.5.B.II
- iii Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word (EE.RF.1.2c). 1.5.B.III
- iv Substitute individual sounds (phonemes) in simple, one-syllable words to make new words (EE.RF.1.2d). 1.5.B.IV

c Demonstrate emerging letter and word identification skills (EE.RF.1.3). 1.5.C

- i Identify upper case letters of the alphabet (EE.RF.1.3a). 1.5.C.I
- ii Recognize familiar words that are used in everyday routines (EE.RF.1.3b). 1.5.C.II

d Begin to attend to words in print (EE.RF.1.4). 1.5.D

- i Engage in sustained, independent study of books (EE.RF.1.4a). 1.5.D.I
- ii Participate in shared reading of a variety of reading materials reflecting a variety of text genre (EE.RF.1.4b). 1.5.D.II

e Demonstrate of emerging knowledge of word meanings (EE.L.1.4). 1.5.E

- i Demonstrate understanding of words used in every day routines (EE.L.1.4a). 1.5.E.I

f Demonstrate understanding of words used in every day routines (EE.L.1.5). 1.5.F

- i Sort common objects into familiar categories (EE.L.1.5a). 1.5.F.I
- ii Identify attributes of familiar words (EE.L.1.5b). 1.5.F.II
- iii Demonstrate understanding of words by identifying real-life connections between words and their use (EE.L.1.5c). 1.5.F.III

g Use words acquired through conversations, being read to, and during shared reading activities (EE.L.1.6). 1.5.G

Write an opinion supported by reasons. 1.6

6 Write an opinion supported by reasons. 1.6

With guidance and support students can:

- a When writing about a topic or book, identify the topic or name of the book. 1.6.A
- b Select a familiar book and use drawing, dictating, or writing to state an opinion about it (EE.W.1.1). 1.6.B
- c Identify a reason for an opinion about a book or topic. 1.6.C
- d Identify a closure statement. 1.6.D

Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure. 1.7

- 7 Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure. 1.7

With guidance and support students can:

- a Select a topic when given choices. 1.7.A
- b Select a familiar topic and use drawing, dictating, or writing to share information about it (EE.W.1.2). 1.7.B
- c Select a closure statement from a list. 1.7.C

Recount real or imagined, sequenced events that include details and a sense of closure. 1.8

- 8 Recount real or imagined, sequenced events that include details and a sense of closure. 1.8

With guidance and support students can:

- a Select an event and use drawing, dictating, or writing to share information about it (EE.W.1.3). 1.8.A
- b Select at least two details about an event. 1.8.B
- c Select a closure statement about an event. 1.8.C

Use appropriate grammar, spelling, capitalization, and punctuation. 1.9

- 9 Use appropriate grammar, spelling, capitalization, and punctuation. 1.9

With guidance and support students can:

- a Demonstrate emerging understanding of letter and word use (EE.L.1.1). 1.9.A**
 - i Write letters from own name (EE.L.1.1a). 1.9.A.I
 - ii Use frequently occurring nouns in communication (EE.L.1.1b). 1.9.A.II
 - iii Use familiar personal pronouns (e.g., I, me, and you) (EE.L.1.1d). 1.9.A.III
 - iv Use familiar present tense verbs (EE.L.1.1e). 1.9.A.IV
 - v Use familiar frequently occurring adjectives (e.g., big, hot) (EE.L.1.1f). 1.9.A.V
 - vi Use common prepositions (e.g., on, off, in, out) (EE.L.1.1i). 1.9.A.VI
 - vii Use simple question words (interrogatives) (e.g., who, what) (EE.L.1.1j). 1.9.A.VII
- b During shared writing, put a period at the end of a sentence (EE.L.1.2b). 1.9.B**
 - i Use letters to create words (EE.L.1.2d). 1.9.B.I
 - ii During shared writing, identify the letters that represent sounds needed to spell words (EE.L.1.2e). 1.9.B.II
- c During shared writing, adds a detail, to strengthen writing based on guided peer feedback. 1.9.C**
- d During shared writing, use a variety of digital tools to produce and publish writing, including guided collaboration with peers. 1.9.D**

Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions. 1.10

- 10 Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions. 1.10**

With guidance and support students can:

- a During shared writing, actively participates in group writing projects. 1.10.A**
- b Creates questions about a topic that was discussed in class. 1.10.B**
- c Use a variety of provided resources to answer questions of interest throughout guided inquiry with peers. 1.10.C**
- d Locate text features (e.g., title, author, illustrator, cover). 1.10.D**
- e Participate in shared research and writing projects (EE.W.1.7). 1.10.E**
- f Identify information related to personal experiences and answer simple questions about those experiences (EE.W.1.8). 1.10.F**