

Grade 1

Adopted 2023

English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

- 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

- 3. Make inferences to support comprehension.** [ELA.OE.3](#)

- 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

- 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

- 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)

First Grade

Foundations of Literacy

1. Demonstrate early phonological awareness to basic phonemic awareness in spoken words. [ELA.1.F.1](#)
 1. There is not an indicator for first grade. [ELA.1.F.1.1](#)
 2. Produce alliterative spoken words. [ELA.1.F.1.2](#)
 3. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words. [ELA.1.F.1.3](#)
 4. Delete and add a syllable within a spoken word including compound words. [ELA.1.F.1.4](#)
 5. Blend and segment onsets and rimes of multisyllabic words. [ELA.1.F.1.5](#)
 6. There is not an indicator for first grade. [ELA.1.F.1.6](#)
 7. Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word. [ELA.1.F.1.7](#)
2. Demonstrate knowledge of the organization and basic concepts of print. [ELA.1.F.2](#)
 1. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s). [ELA.1.F.2.1](#)
 2. There is not an indicator for first grade. [ELA.1.F.2.2](#)
 3. There is not an indicator for first grade. [ELA.1.F.2.3](#)
 4. There is not an indicator for first grade. [ELA.1.F.2.4](#)
 5. There is not an indicator for first grade. [ELA.1.F.2.5](#)
3. Know and apply phonics and word analysis skills in decoding and encoding words. [ELA.1.F.3](#)
 1. There is not an indicator for first grade. [ELA.1.F.3.1](#)
 2. There is not an indicator for first grade. [ELA.1.F.3.2](#)
 3. There is not an indicator for first grade. [ELA.1.F.3.3](#)
 4. Identify the vowel and produce the vowel sound in a printed syllable or word to: [ELA.1.F.3.4](#)
 - a. decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; [ELA.1.F.3.4.A](#)
 - b. decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and [ELA.1.F.3.4.B](#)
 - c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types. [ELA.1.F.3.4.C](#)
 5. There is not an indicator for first grade. [ELA.1.F.3.5](#)
 6. Delete, add, and substitute the initial, middle, and end letters in words to build or make new words. [ELA.1.F.3.6](#)
 7. Read a two-syllable word by breaking the word into syllables. [ELA.1.F.3.7](#)

8. Decode and encode words using: [ELA.1.F.3.8](#)
 - a. onset/rime; [ELA.1.F.3.8.A](#)
 - b. consonant blends (initial and final); [ELA.1.F.3.8.B](#)
 - c. consonant digraphs (ch, sh, th, wh, ph, ck); [ELA.1.F.3.8.C](#)
 - d. trigraphs (e.g. -tch, -dge); [ELA.1.F.3.8.D](#)
 - e. combination (e.g., qu); [ELA.1.F.3.8.E](#)
 - f. VCe; [ELA.1.F.3.8.F](#)
 - g. r-controlled vowels (e.g., ar, er, ir, or, ur); [ELA.1.F.3.8.G](#)
 - h. common inflectional endings that do not change the base word (e.g., -s, -ed); [ELA.1.F.3.8.H](#)
 - i. contractions with am, is, has, and not; [ELA.1.F.3.8.I](#)
 - j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); [ELA.1.F.3.8.J](#)
 - k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym); [ELA.1.F.3.8.K](#)
 - l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind); [ELA.1.F.3.8.L](#)
 - m. silent letter combinations (e.g., kn, wr, mb, gh, gn); [ELA.1.F.3.8.M](#)
 - n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and [ELA.1.F.3.8.N](#)
 - o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save). [ELA.1.F.3.8.O](#)

4. Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. [ELA.1.F.4](#)
 1. Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. [ELA.1.F.4.1](#)
 2. Read texts orally with accuracy, appropriate rate, and expression. [ELA.1.F.4.2](#)
 3. Read texts by: [ELA.1.F.4.3](#)
 - a. using letter-sound knowledge to segment and blend sounds together; [ELA.1.F.4.3.A](#)
 - b. decoding the words by analogy; and [ELA.1.F.4.3.B](#)
 - c. using context and visuals from the text to support monitoring and self-correcting. [ELA.1.F.4.3.C](#)

Applications of Reading

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.1.AOR.1](#)
 1. Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward. [ELA.1.AOR.1.1](#)
 2. Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery. [ELA.1.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.1.AOR.2](#)
 1. Retell a story using main story elements and identify a lesson in a literary text. [ELA.1.AOR.2.1](#)
 2. Identify a central idea and supporting details in an informational text. [ELA.1.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.1.AOR.3](#)
 1. Identify and explain who is telling the story at various points in the story. [ELA.1.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.1.AOR.4](#)
 1. Distinguish between information provided by illustrations or pictures and information provided by the words in a text. [ELA.1.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.1.AOR.5](#)
 1. Identify and explain the differences between texts that tell stories and texts that provide information. [ELA.1.AOR.5.1](#)
 2. Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text. [ELA.1.AOR.5.2](#)
 3. Identify and explain the differences between facts and opinions about a topic in an informational text. [ELA.1.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.1.AOR.6](#)
 1. Retell a text orally and in writing to enhance comprehension: [ELA.1.AOR.6.1](#)
 - a. include main story elements at the beginning, middle, and end for a literary text; and [ELA.1.AOR.6.1.A](#)
 - b. include a central idea and supporting details for an informational text. [ELA.1.AOR.6.1.B](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.1.AOR.7](#)

1. Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: [ELA.1.AOR.7.1](#)
 - a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; [ELA.1.AOR.7.1.A](#)
 - b. use provided reference materials to build and integrate background knowledge; [ELA.1.AOR.7.1.B](#)
 - c. use provided reference materials to determine the meaning of words and phrases; and [ELA.1.AOR.7.1.C](#)
 - d. use words and phrases acquired through conversations, being read to, and responding to texts. [ELA.1.AOR.7.1.D](#)
 8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.1.AOR.8](#)
 1. Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: [ELA.1.AOR.8.1](#)
 - a. ask and answer questions about words and phrases to determine their meaning; [ELA.1.AOR.8.1.A](#)
 - b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and [ELA.1.AOR.8.1.B](#)
 - c. define words by their category and simple attributes (e.g., an owl is a bird that flies). [ELA.1.AOR.8.1.C](#)
 9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.1.AOR.9](#)
 1. Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word. [ELA.1.AOR.9.1](#)
 10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.1.AOR.10](#)
 1. Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text. [ELA.1.AOR.10.1](#)
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Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.1.R.1](#)
 1. Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. [ELA.1.R.1.1](#)
 2. Instruction of this indicator begins in second grade. [ELA.1.R.1.2](#)
 3. Instruction of this indicator begins in fourth grade. [ELA.1.R.1.3](#)
 4. Instruction of this indicator begins in fourth grade. [ELA.1.R.1.4](#)
 5. Instruction of this indicator begins in fourth grade. [ELA.1.R.1.5](#)

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.1.C.1](#)
 1. Write opinion pieces about a topic. When writing: [ELA.1.C.1.1](#)
 - a. introduce an opinion and include reasons to support the opinion; [ELA.1.C.1.1.A](#)
 - b. include grade-appropriate transitions; and [ELA.1.C.1.1.B](#)
 - c. provide a concluding statement or idea. [ELA.1.C.1.1.C](#)
 2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.1.C.2](#)
 1. Write informative/explanatory pieces to name a topic and provide information about the topic. When writing: [ELA.1.C.2.1](#)
 - a. introduce a topic; [ELA.1.C.2.1.A](#)
 - b. provide information with details to develop the topic; and [ELA.1.C.2.1.B](#)
 - c. provide a concluding statement or idea. [ELA.1.C.2.1.C](#)
 3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.1.C.3](#)
 1. Write narratives to develop real or imagined experiences. When writing: [ELA.1.C.3.1](#)
 - a. detail events in a logical order using temporal words to signal event order (e.g., before, after); [ELA.1.C.3.1.A](#)
 - b. include details that describe actions, thoughts, and feelings; and [ELA.1.C.3.1.B](#)
 - c. provide a sense of ending. [ELA.1.C.3.1.C](#)
 4. Demonstrate command of standard English grammar and conventions when writing. [ELA.1.C.4](#)
 1. Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing: [ELA.1.C.4.1](#)
 - a. capitalize the names of people and dates (to include months and days of the week); [ELA.1.C.4.1.A](#)
 - b. use exclamation points, question marks, or periods to punctuate; [ELA.1.C.4.1.B](#)
 - c. use commas to separate single words in a series; [ELA.1.C.4.1.C](#)
 - d. use a comma after the day and before the year in a date; [ELA.1.C.4.1.D](#)
 - e. use a colon between the hour and minutes in time; [ELA.1.C.4.1.E](#)
 - f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; [ELA.1.C.4.1.F](#)

