**English Language Arts Standards » Reading: Foundational Skills » Grade 1**

**READING**

**Print Concepts**

* Demonstrate understanding of the organization and basic f
* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Phonological Awareness**

* + Distinguish long from short vowel sounds in spoken single-syllable words.
	+ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	+ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	+ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**

* Know and apply grade-level phonics and word analysis skills in decoding words.
	+ Know the spelling-sound correspondences for common consonant
	+ Know final -e and common vowel team conventions for representing long vowel sounds.
	+ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	+ Decode two-syllable words following basic patterns by breaking the words into syllables.
	+ Read words with inflectional endings.
	+ Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

* Read with sufficient accuracy and fluency to support comprehension.
	+ Read grade-level text with purpose and understanding.
	+ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	+ Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**English Language Arts Standards » Language »**

**Grade 1**

**LANGUAGE**

**Conventions of Standard English**

* **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
	+ Print all upper- and lowercase letters.
	+ Common, proper, and possessive nouns.
	+ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	+ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	+ Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	+ Use frequently occurring adjectives.
	+ Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
	+ Use determiners (e.g., articles, demonstratives).
	+ Use frequently occurring prepositions (e.g., *during, beyond, toward*).
	+ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
* **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
	+ Capitalize dates and names of people.
	+ Use end punctuation for sentences.
	+ Use commas in dates and to separate single words in a series.
	+ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	+ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Knowledge of Language**

**Vocabulary Acquisition and Use**

* **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**
	+ Use sentence-level context as a clue to the meaning of a word or phrase.
	+ Use frequently occurring affixes as a clue to the meaning of a word.
	+ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

**English Language Arts Standards » Speaking & Listening » Grade 1**

**SPEAKING & LISTENING**

**Comprehension and Collaboration**

* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
* Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
* Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
* Ask questions to clear up any confusion about the topics and texts under discussion.
* Ask and answer questions about key details in a text read aloud or information
* Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* Produce complete sentences when appropriate to task and situation.

**English Language Arts Standards » Writing » Grade 1**

**WRITING**

**Text Types and Purposes**

* Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of
* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing**

* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

* Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question