

English Language Arts (ELA)
Grade-Level Expectations: First Grade

Reading and Responding

Standard 1:

1. Demonstrate understanding of phonemic awareness by:
 - creating and stating a series of rhyming words, including consonant blends
 - distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words
 - distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the *a* is short in *ran* and long in *make*)
 - segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print
 - adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1)
2. Demonstrate understanding of phonics by:
 - decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, *r*-controlled vowels, and long vowels spelled with more than one letter, including silent *e*
 - reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns
 - identifying and reading words from common word families
 - recognizing base words and their inflectional forms (e.g., suffixes, *-s*, *-es*, *-ed*, *-ing*, *-est*, *-er*)
 - reading high-frequency, grade-appropriate nonphonetic words with automaticity) (ELA-1-E1)
3. Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
4. Identify grade-appropriate compound words in print (ELA-1-E1)
5. Identify grade-appropriate contractions (e.g., *isn't*, *can't*, *don't*) (ELA-1-E1)
6. Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)
7. Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)
8. Identify the author and the illustrator of a book (ELA-1-E2)
9. Identify that the first sentence of a paragraph is indented (ELA-1-E2)
10. Identify table of contents in a book (ELA-1-E3)
11. Demonstrate ability to read and follow two-step written directions (ELA-1-E3)
12. Identify story elements, including:
 - speaker or narrator
 - setting
 - characters
 - plot
 - problems and solutions (ELA-1-E4)
13. Identify literary devices, including dialogue (ELA-1-E4)
14. Retell a story's beginning, middle, and end (ELA-1-E5)
15. Retell important facts from informational text (ELA-1-E5)
16. Compare the similarities/differences between events in a story and events in life (ELA-1-E6)
17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)

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18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)

Standard 6:

19. Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
20. Explain the difference between a fable and a fairy tale (ELA-6-E2)
21. Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)

Standard 7:

22. Demonstrate understanding of information in texts using a variety of strategies, including:
- identifying the main idea and some details in a text
 - after finishing a story, discuss predictions made during reading to determine whether they were reasonable
 - making simple inferences about characters and events
 - resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)
24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)
25. Apply basic reasoning skills, including:
- identifying simple causes and effects in stories
 - telling differences between reality and fantasy in texts
 - formulating questions beginning with *who*, *what*, *when*, *where*, and *why* about texts read independently (ELA-7-E4)

Writing

Standard 2:

26. Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
27. Use specific action and descriptive words when writing a story, description, or narration (e.g., *stomped* instead of *walked* and *magnificent* instead of *big*) for a specific purpose and/or audience (ELA-2-E2)
28. Participate in group writing activities and processes, including:
- using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing
 - planning for writing by completing a partially completed graphic organizer
 - writing a first draft of a story, letter, or description using complete sentences
 - conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper
 - revising/editing own writing in first draft
 - creating individual and class-written texts for publication (ELA-2-E3)
29. Independently write a variety of grade-appropriate compositions, including:
- simple letters, notes, and stories
 - simple informational descriptions
 - simple rhymes and poems (ELA-2-E4)
30. Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5)
31. Write for various purposes, including:
- responses that include simple judgments about stories and texts
 - responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)

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Writing/Proofreading

Standard 3:

32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
33. Use standard English punctuation, including:
 - correctly writing common contractions such as *isn't*, *we'll* and *I'd*
 - periods, exclamation points, and question marks at the end of sentences
 - commas to separate words in a series (ELA-3-E2)
34. Capitalize the first word of a sentence, names of people, the pronoun *I*, and the names of months and days (ELA-3-E2)
35. Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)
36. Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)
37. Distinguish between a complete and an incomplete sentence (ELA-3-E3)
38. Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)
39. Identify and use knowledge of parts of speech, including:
 - basic singular and plural nouns, pronouns, verbs
 - common conjunctions such as *and*, *but*, and *because*
 - simple transitional words including *first*, *second*, and *finally* (ELA-3-E4)
40. Spell grade-appropriate words, including:
 - one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds
 - high-frequency, grade-level words including words with irregular spellings, such as *was*, *were*, *says*, *said*, *who*, *what*, and *why* (ELA-3-E5)
41. Create phonetically spelled written work that can be read by the writer and others(ELA-3-E5)
42. Spell unfamiliar words using various phonics strategies, including:
 - segmenting
 - sounding out
 - matching familiar words and word parts
 - using word walls and word banks (ELA-3-E5)
43. Use a beginner's dictionary to verify correct spelling (ELA-3-E5)
44. Alphabetize to the first letter (ELA-3-E5)

Speaking and Listening

Standard 4:

45. Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
46. Follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2)
47. Give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2)
48. Ask questions to clarify directions and/or classroom routines. (ELA-4-E2)
49. Retell stories with the following included:
 - sequential order using vocabulary from the story
 - descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
50. Recite parts of familiar literature to the class (ELA-4-E4)
51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)

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52. Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)
53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)
54. Listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6)
55. Maintain the topic of conversation with a classmate (ELA-4-E7)
56. Engage in discussions about classroom procedures and rules (ELA-4-E7)

Information Resources

Standard 5:

57. Locate information using the organization features of various media, including:
 - the keyboard to enter information on a computer
 - a picture dictionary (ELA-5-E1)
58. Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)
59. Record data through pictures or words (ELA-5-E3)
60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)
61. Use technology to publish class work such as research questions and answers (ELA-5-E4)
62. Locate and read information on simple charts and graphs (ELA-5-E6)