

# Grade 1

Adopted 2023

## Foundational Reading

### Phonemic Awareness

- PA.** Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast). **1.FR.1.PA**
- PA.** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/). **1.FR.2.PA**
- PA.** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/). **1.FR.3.PA**

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### Phonics Decoding (Word Reading)

- PD.** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve). **1.FR.4.PD**
- PD.** Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge). **1.FR.5.PD**
- PD.** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon). **1.FR.6.PD**
- PD.** Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow). **1.FR.7.PD**
- PD.** Decode one-syllable words containing multiple sounds of s (e.g., sock, is). **1.FR.8.PD**
- PD.** Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super). **1.FR.9.PD**
- PD.** Read high-frequency words. **1.FR.10.PD**
- PD.** Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er). **1.FR.11.PD**

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### Phonics Encoding (Word Writing)

- PE. Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap). [1.FR.12.PE](#)
- PE. Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song). [1.FR.13.PE](#)
- PE. Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz). [1.FR.14.PE](#)
- PE. Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck). [1.FR.15.PE](#)
- PE. Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve). [1.FR.16.PE](#)
- PE. Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these). [1.FR.17.PE](#)
- PE. Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her). [1.FR.18.PE](#)
- PE. Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow). [1.FR.19.PE](#)
- PE. Encode words phonetically, drawing on knowledge of sound-letter relationships. [1.FR.20.PE](#)
- PE. Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping). [1.FR.21.PE](#)

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### Handwriting

- H. Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters). [1.FR.22.H](#)
- H. Produce manuscript writing with accuracy and automaticity. [1.FR.23.H](#)

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### Fluency

- F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. [1.RF.24.F](#)
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## Reading Comprehension

### Reading Fundamentals

- RF. Ask questions about key details in a text. [1.RC.1.RF](#)
  - RF. Answer questions about key details in a text. [1.RC.2.RF](#)
  - RF. Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic. [1.RC.3.RF](#)
  - RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. [1.RC.4.RF](#)
  - RF. Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text. [1.RC.5.RF](#)
  - RF. Demonstrate comprehension of age and grade-appropriate texts by speaking or writing. [1.RC.6.RF](#)
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### Reading Literature

- RL. Describe the major characters and settings in a text. [1.RC.7.RL](#)
  - RL. Describe the settings (when and where) and events in a text. [1.RC.8.RL](#)
  - RL. Compare and contrast the adventures and experiences of characters in texts. [1.RC.9.RL](#)
  - RL. Explain how visual images support a text by clarifying story elements (settings, characters, and events). [1.RC.10.RL](#)
  - RL. Identify the narrator at various points in a text. [1.RC.11.RL](#)
  - RL. Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics). [1.RC.12.RL](#)
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### Reading Information

- RI. Identify reasons an author provides to support the main points in a text. [1.RC.13.RI](#)
- RI. Compare and contrast two texts on the same topic. [1.RC.14.RI](#)
- RI. Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text. [1.RC.15.RI](#)
- RI. Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information. [1.RC.16.RI](#)
- RI. Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details. [1.RC.17.RI](#)
- RI. Identify the author's purpose of a text. [1.RC.18.RI](#)

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## Vocabulary

1. Determine or clarify the meaning of words and phrases in texts read aloud. **1.V.1**
  2. Use sentence-level clues to identify the meaning of words or phrases. **1.V.2**
  3. Sort and categorize words by concepts. **1.V.3**
  4. Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified). **1.V.4**
  5. Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning. **1.V.5**
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## Writing

### Style

- S. Write an opinion piece about a topic or text, including at least one supporting reason. **1.W.1.S**
  - S. Write an informative or explanatory piece about a topic, using facts from a source. **1.W.2.S**
  - S. Write a narrative, using a logical sequence of events. **1.W.3.S**
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### Production

- P. Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions. **1.W.4.P**
  - P. Organize writing to include a sense of closure. **1.W.5.P**
  - P. Use transitional words to connect ideas. **1.W.6.P**
  - P. Revise writing to expand simple sentences by adding details as appropriate. **1.W.7.P**
  - P. Edit writing to include K-1 language conventions for publishing. **1.W.8.P**
  - P. Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response. **1.W.9.P**
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## Collaborative Communication

### Oral Language

- OL. Participate in collaborative conversations, following class created discussion guidelines. **1.CC.1.OL**
  - OL. Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding. **1.CC.2.OL**
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### Presentation

- P. Use relevant details to express ideas and feelings when orally describing people, places, things, and events. **1.CC.3.P**
  - P. Use visual displays to clarify ideas, thoughts, and feelings. **1.CC.4.P**
  - P. Speak audibly in collaborative communication and presentations. **1.CC.5.P**
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## Language

### Structures

- S. Use concrete nouns. 1.L.1.S
  - S. Use proper nouns. 1.L.2.S
  - S. Use irregular plural nouns (e.g., children, mice). 1.L.3.S
  - S. Use singular possessive common and proper nouns. 1.L.4.S
  - S. Use personal pronouns. 1.L.5.S
  - S. Use pronoun/antecedent agreement. 1.L.6.S
  - S. Use common adjectives. 1.L.7.S
  - S. Use article adjectives (a, an, the). 1.L.8.S
  - S. Use regular past, present, and future tense verbs. 1.L.9.S
  - S. Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.). 1.L.10.S
  - S. Use conjunctions (and, but, or). 1.L.11.S
  - S. Produce and expand simple sentences independently, using simple and compound subjects and predicates. 1.L.12.S
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### Conventions

- C. Capitalize the first word in a sentence. 1.L.13.C
- C. Capitalize the pronoun "I." 1.L.14.C
- C. Capitalize dates. 1.L.15.C
- C. Capitalize names of people. 1.L.16.C
- C. Use all end punctuation marks. 1.L.17.C
- C. Use commas in dates. 1.L.18.C