

ELA Standards

GRADE	STANDARD #	CATEGORY	CORE	STANDARD	SUB-STANDARD	1ST QTR	2ND QTR	3RD QTR	4TH QTR
	1.FL.PC.1	FOUNDATIONAL LITERACY	Print Concepts	Demonstrate understanding of the organization and basic features of print.	a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	x			
	1.FL.PA.2.	FOUNDATIONAL LITERACY	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	x	x		
1	1.FL.PWR.3	FOUNDATIONAL LITERACY	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. h. Read grade-level decodable text with purpose and understanding.	x	x	x	x
1	1.FL.WC.4	FOUNDATIONAL LITERACY	Word Composition	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.	x	x	x	x

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1	1.FL.F.5	FOUNDATIONAL LITERACY	Fluency	Read with sufficient accuracy and fluency to support comprehension.	a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	x	x	x	x
1	1.FL.SC.6	FOUNDATIONAL LITERACY	Sentence Composition	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions, such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series.		x	x	x
1	1.FL.VA.7a	FOUNDATIONAL LITERACY	Vocabulary Acquisition	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.	i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms.			x	x
1	1.FL.VA.7b	FOUNDATIONAL LITERACY	Vocabulary Acquisition	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	x	x	x	x
1	1.FL.VA.7c	FOUNDATIONAL LITERACY	Vocabulary Acquisition	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.		x	x	x	x
1	1.RL.KID.1	LITERATURE	Key Ideas and Details	Ask and answer questions about key details in a text.		x	x	x	x

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1	1.RI.KID.1	INFORMATIONAL TEXT	Key Ideas and Details	Ask and answer questions about key details in a text.		x	x	x	x
1	1.RL.KID.2	LITERATURE	Key Ideas and Details	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		x	x	x	x
1	1.RI.KID.2	INFORMATIONAL TEXT	Key Ideas and Details	Identify the main topic and retell key details of a text.		x	x	x	x
1	1.RL.KID.3	LITERATURE	Key Ideas and Details	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.		x	x	x	x
1	1.RI.KID.3	INFORMATIONAL TEXT	Key Ideas and Details	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.				x	x
1	1.RL.CS.4	LITERATURE	Craft and Structure	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.				x	
1	1.RI.CS.4	INFORMATIONAL TEXT	Craft and Structure	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.		x	x	x	x
1	1.RL.CS.5	LITERATURE	Craft and Structure	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.			x		
1	1.RI.CS.5	INFORMATIONAL TEXT	Craft and Structure	Know and use various text features to locate key facts or information in a text.			x		
1	1.RL.CS.6	LITERATURE	Craft and Structure	Identify who is telling the story at various points in a text.				x	x
1	1.RI.CS.6	INFORMATIONAL TEXT	Craft and Structure	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		x			
1	1.RL.IKI.7	LITERATURE	Integration of Knowledge and Ideas	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.		x	x		
1	1.RI.IKI.7	INFORMATIONAL TEXT	Integration of Knowledge and Ideas	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.			x	x	x
1	1.RI.IKI.8	INFORMATIONAL TEXT	Integration of Knowledge and Ideas	Identify the reasons an author provides to support points in a text.			x	x	x
1	1.RL.IKI.9	LITERATURE	Integration of Knowledge and Ideas	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.		x	x	x	x

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1	1.RI.IKI.9	INFORMATIONAL TEXT	Integration of Knowledge and Ideas	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.			x		x
1	1.RL.RRTC.10	LITERATURE	Range of Reading and Level of Text Complexity	With prompting and support, read stories and poems of appropriate complexity for grade 1.		x	x	x	x
1	1.RI.RRTC.10	INFORMATIONAL TEXT	Range of Reading and Level of Text Complexity	With prompting and support, read informational texts of appropriate complexity for grade 1.		x	x	x	x
1	1.SL.CC.1	SPEAKING & LISTENING	Comprehension and Collaboration	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.		x	x	x	x
1	1.SL.CC.2	SPEAKING & LISTENING	Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		x	x	x	x
1	1.SL.CC.3	SPEAKING & LISTENING	Comprehension and Collaboration	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		x	x	x	x
1	1.SL.PKI.4	SPEAKING & LISTENING	Presentation of Knowledge and Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		x	x	x	x
1	1.SL.PKI.5	SPEAKING & LISTENING	Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.		x	x	x	x
1	1.SL.PKI.6	SPEAKING & LISTENING	Presentation of Knowledge and Ideas	With prompting and support, speak in complete sentences when appropriate to task and situation.		x	x	x	x
1	1.W.TTP.1	WRITING	Text Types and Protocol	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.			x		
1	1.W.TTP.2	WRITING	Text Types and Protocol	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.				x	

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1	1.W.TTP.3	WRITING	Text Types and Protocol	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.		x			
1	1.W.PDW.4	WRITING	Production and Distribution of Writing	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		x	x	x	x
1	1.W.PDW.5	WRITING	Production and Distribution of Writing	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.		x	x	x	x
1	1.W.PDW.6	WRITING	Production and Distribution of Writing	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.		x	x	x	x
1	1.W.RBPK.7	WRITING	Research to Build and Present Knowledge	Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.				x	x
1	1.W.RBPK.8	WRITING	Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		x	x	x	x
1	n/a	WRITING	Research to Build and Present Knowledge	n/a					
1	1.W.RW.10	WRITING	Range of Writing	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.		x	x	x	x