

Essential Standards Grade 1 (2019-20)

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences. (e.g., *He hops; We hop*).
- d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. 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*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Speaking and Listening

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- a. Give, restate, and follow simple two-step directions

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Foundations

2. 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). Including consonant blends.
- 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).

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - 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.

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

Reading Informational Text

1. Ask and answer questions about key details in a text.

7. Use illustrations and details in a story to describe key ideas.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Literature

1. Ask and answer questions about key details in a text.

6. Identify who is telling the story at various points in a text.

Writing

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. 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.

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.