

## Grade 1 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>a. Common, proper, and possessive nouns.</li> <li>b. Nouns/verbs agreement in simple sentences.</li> <li>c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.</li> <li>d. Production and expansion of complete sentences in response to prompts.</li> </ol>	<ul style="list-style-type: none"> <li>➤ I can use nouns when write writing or speaking.</li> <li>➤ I can use proper nouns correctly.</li> <li>➤ I can use possessive nouns when writing or speaking.</li> <li>➤ I can write sentences with naming parts (nouns) and action parts (verbs).</li> <li>➤ I can write a complete sentence. (including different sentence types- telling, asking, exclamation)</li> </ul>
Language	<p>L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>a. Capitalization of dates and names of people.</li> <li>b. End punctuation.</li> <li>c. Commas in dates and simple sets.</li> <li>d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.</li> </ol> <p>Related to Reading Foundational standards (RF.1.3).</p>	<ul style="list-style-type: none"> <li>➤ I can capitalize dates and names of people.</li> <li>➤ I can use end punctuation for sentences.</li> <li>➤ I can use commas in dates.</li> <li>➤ I can use commas when listing things.</li> <li>➤ I can spell unknown words how they sound.</li> </ul>
Reading	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>	<ul style="list-style-type: none"> <li>➤ I know parts of a sentence (first word, capitalization, ending punctuation).</li> </ul>
Reading	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</li> </ol>	<ul style="list-style-type: none"> <li>➤ I can tell the difference between short and long vowel sounds in words.</li> <li>➤ I can blend sounds in words to say the word (including blends).</li> <li>➤ I can say first sound in a word.</li> <li>➤ I can say the last sound in a word.</li> <li>➤ I can say the middle sound in a word.</li> <li>➤ I can break apart a word into seperate sounds.</li> <li>➤ I can add sounds to a word to make a new word.</li> <li>➤ I can delete sounds in a word to make a new word.</li> <li>➤ I can change a sound in a word to make a new word.</li> </ul>

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Reading	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings (i.e., -s, -ed, -ing).</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><i>Related to language standards: L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</i></p>	<ul style="list-style-type: none"> <li>➤ I say the sounds digraphs make.</li> <li>➤ I can spell words with digraphs.</li> <li>➤ I can read and spell one syllable words.</li> <li>➤ I can read words with the final -e.</li> <li>➤ I can read words with vowel teams. (ai, ay, oa, ea, ee, ie, ue, ow)</li> <li>➤ I can count syllables knowing that each syllable has one vowel sound.</li> <li>➤ I can read two-syllable words by breaking them into syllables.</li> <li>➤ I can read words with endings (-s, -ed, -ing).</li> <li>➤ I can read heart words.</li> </ul>
Reading	<p>RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>➤ I can read with purpose and understand.</li> <li>➤ I can read aloud at an appropriate rate.</li> <li>➤ I can read aloud with expression.</li> <li>➤ I can read aloud with accuracy.</li> <li>➤ I can use multiple strategies self-correct my reading.</li> </ul>
Reading	<p>R.1.1 Develop and answer questions about key ideas and details in a text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can ask and answer questions to show understanding of a text. (who, what, when, where, why, how)</li> </ul>
Reading	<p>R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can retell stories with important details.</li> <li>➤ I can identify the central idea of a text.</li> </ul>
Reading	<p>R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can use illustrations and words to discuss parts of a story.</li> <li>➤ I can describe characters in a story.</li> <li>➤ I can describe the setting of a story.</li> <li>➤ I can describe the important events of a story.</li> </ul>
Reading	<p>R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can tell the difference between fiction and non-fiction text.</li> </ul>

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Speaking and Listening	<p>SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <p>a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>d. Consider individual differences when communicating with others.</p>	<ul style="list-style-type: none"> <li>➤ I can follow rules for group discussions. (actively listening, taking turns, staying on topic)</li> <li>➤ I can add on to what others say.</li> <li>➤ I can ask questions for more information about the discussion topic.</li> <li>➤ I can respect the differences of others.</li> </ul>
Writing	<p>W.1.2 Write text in a variety of modes:</p> <p>a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>c. Convey events, real or imagined, through 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.</p>	<ul style="list-style-type: none"> <li>➤ I can write an opinion piece in which: <ul style="list-style-type: none"> <li>○ a. I introduce the topic</li> <li>○ b. I state an opinion.</li> <li>○ c. I list a reason that support the opinion.</li> <li>○ d. I can write a concluding sentence.</li> </ul> </li> <li>➤ I can write an informative text in which: <ul style="list-style-type: none"> <li>○ a. I introduce the topic.</li> <li>○ b. I use facts to explain the topic.</li> <li>○ c. I can write an ending statement.</li> </ul> </li> <li>➤ I can write a narrative in which: <ul style="list-style-type: none"> <li>○ a. I write about real or made up events.</li> <li>○ b. I use words to show the order of events. (first, next, then, last)</li> <li>○ c. I can use details in my story.</li> <li>○ d. I can use connecting words in my story (before, soon, after, during, until)</li> <li>○ e. I can include an ending to my story.</li> </ul> </li> </ul>
Writing	<p>W.1.5 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.</p>	<ul style="list-style-type: none"> <li>➤ I can answer to questions about my writing.</li> <li>➤ I can add details to my story to make it better.</li> </ul>