

Grade 1
Reading English Language Arts End of Year Competencies

READING LITERATURE

Key Ideas & Details

- ❖ Ask and answer questions about key details in a text.
- ❖ Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ❖ Describe characters, settings, and major events in a story, using key details.

Craft & Structure

- ❖ Identify words and phrases in text that suggest feelings or appeal to the senses.
- ❖ Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- ❖ Identify who is telling the story at various points in a text.

Integration of Knowledge

- ❖ Use illustrations and details in a story to describe characters, setting, or events.
- ❖ Compare and contrast the adventures and experiences of characters in stories.

READING INFORMATIONAL TEXT

Key Ideas & Details

- ❖ Ask and answer questions about key details in a text.
- ❖ Identify the main topic and retell key details of a text.
- ❖ Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure

- ❖ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ❖ Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- ❖ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge

- ❖ Use the illustrations and details in a text to describe its key ideas.
- ❖ Identify the reasons an author gives to support points in a text.
- ❖ Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

FOUNDATIONAL SKILLS

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- ❖ Distinguish long from short vowel sounds in spoken single-syllable words.
- ❖ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- ❖ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- ❖ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- ❖ Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

Phonics

Know and apply grade-level phonics and word analysis skills in decoding words.

- ❖ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- ❖ Decode regularly spelled one-syllable words.
- ❖ Know final -e and common vowel team conventions for representing long vowel sounds.
- ❖ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- ❖ Decode two-syllable words following basic patterns by breaking the words into syllables.
- ❖ Read words with inflectional endings.
- ❖ Recognize and read grade-appropriate irregularly spelled words.

SPEAKING AND LISTENING

Comprehension & Collaboration

Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.

- ❖ Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- ❖ Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ❖ Ask questions to clear up any confusion about the topics and texts under discussion.
- ❖ Ask and answer questions about key details in a text read aloud or information presented orally through other media.
- ❖ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge & Ideas

- ❖ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ❖ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- ❖ Produce complete sentences when appropriate to task and situation.

WRITING

Opinion: Write opinion pieces on familiar topics.

Focus: Introduce the topic. State the opinion.

Content: Support the opinion with reasons related to the opinion

Organization: Create an organizational structure that includes reasons and provides some sense of closure

Style: Use a variety of words and phrases.

Informative/explanatory Write informative/explanatory texts to examine a topic and convey ideas and information.

Focus: Identify and write about one specific topic.

Content: Develop the topic with facts.

Organization: Group information and provide a sense of closure

Style: Use a variety of words and phrases.

Narrative: Write narratives to develop real or imaged experiences or events.

Focus: Establish “who” and “what” the narrative will be about.

Content: Include thoughts and feelings to describe experiences and events.

Organization: Recount two or more appropriately sequence events using temporal words to signal event order and provide some sense closure.

Style: Use variety of words and phrases.

Production and Distribution of Writing

- ❖ Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
- ❖ With guidance and support focus on a topic, respond to questions and suggestions and add details to strengthen writing as needed.
- ❖ With guidance and support use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research To Build & Present Knowledge

- ❖ Participate in shared research and writing projects
- ❖ With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LANGUAGE

Conventions of Standard English

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

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

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

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

Vocabulary Acquisition and Use

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.

- ❖ Use sentence-level context as a clue to the meaning of a word or phrase.
- ❖ Use frequently occurring affixes as a clue to the meaning of a word.
- ❖ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- ❖ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- ❖ Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- ❖ Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- ❖ Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them.

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.