

Sheridan County School District #3
2019-2020

1st Grade ELA Priority Standards

(09/17/19)

First Grade	
Reading Foundational Skills 1.RF	
Phonics and Word Recognition	
1.RF.3 e-g	Know and apply grade-level phonics and word analysis skills in decoding words. 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.
Reading: Informational Text 1.RI	
Key Ideas and Details	
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.
Craft and Structure	
1.RI.5	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.
Integration of Knowledge and Ideas	
1.RI.8	Identify the reasons an author gives to support points in a text.
1.RI.9	Identify similarities and differences between two texts.
Range of Reading and Level of Text Complexity	
1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
Reading: Literature 1.RL	
Key Ideas and Details	
1.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
Integration of Knowledge and Ideas	
1.RL.9	Compare and contrast the adventures and experiences of

	characters in stories.
Range of Reading and Level of Text Complexity	
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Writing 1.W	
Text Types and Purposes	
1.W.1	Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Speaking and Listening 1.SL	
Presentation of Knowledge and Ideas	
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Language 1.L	
Conventions of Standard English	
1.L.1 a-j	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, 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.
1.L.2	Demonstrate command of the conventions of standard English

a-e	<p>capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.
Vocabulary Acquisition and Use	
1.L.4 a-c	<p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Will use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).