



Priority Standards

ELA Priority Standards – Grade 1

Below is a table of the priority standards.

Priority Standards	Description
W.1.1	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.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	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.
W.1.8	<i>With guidance and support from adults</i> , recall information from experiences or gather information from provided sources to answer a question.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.6	Identify who is telling the story at various points in a text.
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.b Orally produce single-syllable words by blending phonemes, including consonant blends. RF.1.2.c Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. RF.1.2.d Orally segment single-syllable words into their complete sequence of individual phonemes.

Priority Standards	Description
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.1.3.a Know the sound-spelling correspondences for common consonant digraphs. • RF.1.3.b Decode regularly spelled one-syllable words. • RF.1.3.c Know final -e and common vowel team patterns for representing long vowel sounds. • RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • RF.1.3.e Use vowel patterns to decode two-syllable words by breaking the words into syllables. • RF.1.3.f Read words with inflectional endings (e.g., makes, walked, ended, played, going). • RF.1.3.g Recognize and read grade-appropriate words.
SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> • SL.1.1a 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). • SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Use relevant details to describe people, places, things, and events, expressing ideas and feelings clearly.