



Standards By Design:

First Grade for English Language Arts



Acknowledgment

The Oregon Department of Education gratefully acknowledges the Indiana Department of Education for allowing the modification of some of their materials for use in this document.

English Language Arts

First Grade

First grade students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to decode them into spoken language (phonics). They sound out more complex vocabulary and comprehend the meanings of those words. They read orally and silently a variety of grade-level-appropriate classic and contemporary literature, folktales, informational text, and alphabet books. First grade students read at the target rate of 40-60 words correct per minute (wcpm). They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write stories and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.01 Identify letters, words, and sentences.

EL.01.RE.02 Match oral words to printed words.

EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.04 Create and state a series of rhyming words including consonant blends (e.g., flat, slat).

EL.01.RE.05 Listen and distinguish initial, medial, and final sounds in single-syllable words.

EL.01.RE.06 Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).

EL.01.RE.07 Listen and count the number of sounds in a syllable; count the number of syllables in a word.

EL.01.RE.08 Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.RE.09 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t; splat=/s/p/l/a/t; rich=/r/i/ch).

EL.01.RE.10 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.11 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.

EL.01.RE.12 Use letter-sound correspondence knowledge to sound out unknown words.

EL.01.RE.13 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).

EL.01.RE.14 Read compound words and contractions.

EL.01.RE.15 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

EL.01.RE.16 Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).

EL.01.RE.17 Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).

EL.01.RE.18 Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.

EL.01.RE.19 By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).

EL.01.RE.20 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.01.RE.21 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

EL.01.RE.22 Demonstrate listening comprehension of more complex text through discussions.

EL.01.RE.23 Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.RE.24 Notice when difficulties are encountered in understanding text.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.01.RE.25 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

EL.01.RE.26 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.01.RE.27 Classify categories of words (e.g., concrete collections of animals, foods, toys).

EL.01.RE.28 Use context to understand word and sentence meanings.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.01.RE.29 Read written directions, signs, captions, warning labels, and informational books.

EL.01.RE.30 Locate the title, name of author, name of illustrator, and table of contents.

EL.01.RE.31 Alphabetize a list of words by the first letter.

EL.01.RE.32 Read and understand simple one-step written instructions.

EL.01.RE.33 Obtain information from print illustrations.

EL.01.RE.34 Identify text that uses sequence or other logical order (explain how informational text is different from a story).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.01.RE.35 Describe new information gained from text in own words.

EL.01.RE.36 Answer simple written comprehension questions based on material read.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.01.RE.37 Make connections and discuss prior knowledge of topics in informational texts.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.RE.38 Discuss how, why, and what-if questions in sharing informational texts.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no Grade 1 grade-level foundations for Informational Text: Examine Content and Structure.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.01.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

EL.01.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.01.LI.03 Describe the roles of authors and illustrators.

EL.01.LI.04 Recollect, talk, and write about books read during the school year.

EL.01.LI.05 Retell the main events of the story describing the beginning, the middle, and the end.

EL.01.LI.06 Sequence the events in the story.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.01.LI.07 Relate prior knowledge to the story.

EL.01.LI.08 Predict and justify what will happen next in stories.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.01.LI.09 Distinguish fantasy from realistic text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.01.WR.01 With guidance, discuss ideas and select a focus when writing.

EL.01.WR.02 With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.01.WR.03 With assistance, write for different purposes and to a specific audience or person.

EL.01.WR.04 Develop an idea with an identifiable beginning, middle and end.

EL.01.WR.05 Sequence two or more events.

EL.01.WR.06 Use descriptive words when writing.

EL.01.WR.07 Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.08 Spell correctly three- and four-letter short vowel words (*can, will*).

EL.01.WR.09 Use spelling/phonics-based knowledge to spell independently when necessary.

EL.01.WR.10 Show spelling consciousness or sensitivity to conventional spelling.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.11 Identify and correctly write singular and plural nouns (*cat/cats*).

EL.01.WR.12 Identify and correctly write simple possessive pronouns (*my/mine, his/hers*).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.13 Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.14 Capitalize the first word of a sentence, names of people, and the pronoun I.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.15 Print legibly and space letters, words, and sentences appropriately.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.01.WR.16 Write brief stories that describe an experience.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.01.WR.17 Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.

EL.01.WR.18 Write simple directions.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.01.WR.19 With guidance, gather information about a topic and sort it into major categories.

Speaking and Listening

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.01.SL.01 Recite poems, rhymes, songs, and stories.

EL.01.SL.02 Stay on topic when speaking.

EL.01.SL.03 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

EL.01.SL.04 Relate an important life event or personal experience in a simple sequence.

EL.01.SL.05 With guidance, use descriptive words when speaking about people, places, things, and events.

EL.01.SL.06 Speak clearly.

EL.01.SL.07 Look at listeners.

Listening: Listen critically and respond appropriately across the subject areas.

EL.01.SL.08 Listen attentively.

EL.01.SL.09 Ask questions for clarification and understanding.

EL.01.SL.10 Give, restate, and follow simple two-step directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no Grade 1 grade-level foundations for Analysis.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Early Advanced - Sentences with subject/verb/object and dependent clause

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function

Examples of Language Forms

1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.