



Grade 1

English Language Arts (ELA) Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Reading for Literature

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Structure: Story Elements, <i>ILS10 RL.1.3</i>	1.RL.1	Identify characters, settings, and major events in a text	I	M		
Text Analysis : Compare/Contrast, <i>ILS10 RL.1.9</i>	1.RL.2	Explain what it means to compare and contrast	I		M	
	1.RL.3	Compare and contrast the adventures and experiences of characters in stories	I		M	
Text Analysis Summarizing <i>ILS10 RL.1.2</i>	1.RL.4	Retell a story including key details	I	M		
Text Analysis: Theme/Central Idea, <i>ILS10 RL.1.2</i>	1.RL.5	Identify the central message or lesson of a text			I	M
Text Analysis Text Evidence (Support/Details) <i>ILS10 RL.1.3</i>	1.RL.6	Identify key details in a text	I	M		
	1.RL.7	Ask and answer questions about key details in a text			I	M
Questioning <i>ILS10 RL.1.1</i>	1.RL.8	Use key details to describe characters, settings, and major events in a story		I		M
Text Analysis Making Connections, <i>ILS10 RL.1.7</i>	1.RL.9	Use illustrations and details to describe character, setting, and events	I		M	
Text Analysis: Point of View, <i>ILS10 RL.1.6</i>	1.RL.10	Define point of view			M	
	1.RL.11	At various points in a text, recognize who is telling a story (e.g., a narrator, a character)		I		M
Vocabulary <i>ILS10 RL.1.4</i>	1.RL.12	Identify words and phrases in stories or poems that suggest feelings and appeal to the senses	I		M	
Text Diversity: Genre <i>ILS10 RL.1.5</i>	1.RL.13	Identify a text that tells a story and a text that gives information	M			
	1.RL.14	Drawing on the reading of a wider range of texts (genre), explain the major differences between a book that tells a story and a book that gives information	I	M		
Text Diversity: Text Complexity, <i>ILS10 RL.1.10</i>	1.RL.15	With prompting and support, given text at the complexity written in the standards read prose and poetry	I			M

Reading for Information

Text Structure Organization of the Text <i>ILS10 RI.1.5</i>	1.RI.1	Identify various text features (e.g., headings, table of contents, glossaries, electronic menus, and icons)			I	M
	1.RI.2	Explain how a reader uses various text features (see examples above)			I	M
	1.RI.3	Use various text features to locate key facts or information (see examples above)			I	M
Text Analysis: Compare/Contrast, <i>ILS10 RI.1.9</i>	1.RI.4	Explain what it means to compare and contrast	I		M	
	1.RI.5	Compare and contrast two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	I		M	
Text Analysis Summarizing <i>ILS10 RI.1.2</i>	1.RI.6	Identify key details	I		M	
	1.RI.7	Retell key details of a text	I	M		
Text Analysis: Main Idea/Central Idea, Questioning <i>ILS10 RI.1.1; ILS10 RI.1.2</i>	1.RI.8	Ask and answer questions about key details in a text.			I	M
	1.RI.9	Identify the main idea of a text	M			
Text Analysis: Making Connections, <i>ILS10 RI.1.3 ILS10 RI.1.7</i>	1.RI.10	Identify illustrations	M			
	1.RI.11	Use the illustrations and details in a text to describe its key ideas	I		M	

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	1.RI.12	Describe the connection between two individuals, events, ideas, or pieces of information in a text			I	M
Text Analysis: Author's Purpose/Point of View <i>ILS10 RI.1.6, ILS10 RI.1.8</i>	1.RI.13	Identify the reasons an author gives to support points in the text			I	M
	1.RI.14	Distinguish between information provided by pictures, or other illustrations, and the information provided by the words in a text.	I	M		
Vocabulary <i>ILS10 RI.1.4</i>	1.RI.15	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text			I	M
Text Diversity: Text Complexity, <i>ILS10 RI.1.10</i>	1.RI.16	With prompting and support, read informational texts appropriately complex for grade 1	I			M
Print Concepts <i>ILS10 RF.1.1</i>	1.RF.1	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)	M			
Phonological Awareness <i>ILS10 RF.1.2</i>	1.RF.2	Distinguish between long and short vowels in spoken single-syllable words	I	M		
	1.RF.3	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	I	M		
	1.RF.4	Isolate sounds in single-syllable words: initial, medial, and final	I	M		
	1.RF.5	Pronounce sounds in single-syllable words: initial, medial, and final	I	M		
	1.RF.6	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	I	M		
Phonics and Word Recognition <i>ILS10 RF.1.4</i>	1.RF.7	Identify the spelling-sound correspondences for common consonant digraphs		I		M
	1.RF.8	Decode regularly spelled one-syllable words	I	M		
	1.RF.9	Apply knowledge of final -e and common vowel team conventions for representing long vowel sounds		I	M	
	1.RF.10	Identify the number of syllables in a printed word using knowledge that every syllable must have a vowel sound	I		M	
	1.RF.11	Decode two-syllable words following basic patterns by breaking the words into syllables		I		M
	1.RF.12	Read words with inflectional endings		I		M
	1.RF.13	Recognize grade-appropriate irregularly spelled words	I		M	
	1.RF.14	Read grade appropriate irregularly spelled words	I			M
Fluency <i>ILS10 RF.1.4</i>	1.RF.15	Read on-level text with purpose and understanding	I			M
	1.RF.16	Orally read on-level texts (successive readings) with accuracy, appropriate rate, and expression	I			M
	1.RF.17	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	I			M
Opinion/Argument Writing <i>ILS10 W.1.1</i>	1.W.1	Identify the title of a book or topic to write about		M		
	1.W.2	Define opinion			M	
	1.W.3	Formulate an opinion about a book or topic			M	
	1.W.4	Write an opinion piece about a topic or a book that introduces the topic or title of the book, states an opinion or preference about the topic or book, supplies a reason for the opinion, and provides some sense of closure			I	M
Informative Writing/ Explanatory, <i>ILS10 W.1.2</i>	1.W.5	Define informative/explanatory		I	M	
	1.W.6	Select an informative/explanatory topic to write about		I	M	
	1.W.7	Write an informative/explanatory text that names the topic of the writing, supplies some facts about the topic, and provides some sense of closure		I	M	
Narrative Writing <i>ILS10 W.1.3</i>	1.W.8	Define event	I	M		
	1.W.9	Choose two or more appropriately sequenced events to write about	I	M		
	1.W.10	Write a narrative piece that recounts two or more appropriately sequenced events, includes some details regarding what happened, uses temporal (time sequence) words to signal event order, and provides some sense of closure	I	M		
Writing Process <i>ILS10 W.1.5</i> <i>ILS10 W.1.6</i>	1.W.11	With guidance and support from adults, students will focus on a topic	M			
	1.W.12	With guidance and support from adults, students will respond to questions and suggestions from peers			I	M
	1.W.13	With guidance and support from adults, students will add details to strengthen writing as needed	I		M	
	1.W.14	With guidance and support from adults, students will use basic computer skills (e.g. using keyboard, mouse, and opening a digital toolbox)	I	M		
	1.W.15	With guidance and support from adults, students will use a variety of digital tools to produce and publish writing—individually and in collaboration with peers			I	M
Research to Write <i>ILS10 W.1.7; ILS10 W.1.8</i>	1.W.16	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)		I		M
	1.W.17	With guidance and support from adults, students will answer a question using information from their experiences or information gathered from provided sources		I		M

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Comprehension and Collaboration <i>ILS10 SL.1.1</i> <i>ILS10 SL.1.2</i> <i>ILS10 SL.1.3</i>	1.SL.1	Recognize how others listen	M			
	1.SL.2	Recognize how others take turns speaking	M			
	1.SL.3	Identify agreed-upon rules for discussion (e.g., listening to others with care and speaking one at a time)	M			
	1.SL.4	Participate in collaborative conversations about grade 1 topics and texts, with peers and adults, in small or larger groups by following agreed-upon rules for discussion	I	M		
	1.SL.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges	I	M		
	1.SL.6	Ask questions to clear up any confusion about the topics and texts under discussion	I	M		
	1.SL.7	Ask and answer questions about key details in a text read aloud	I	M		
	1.SL.8	Ask and answer questions about information presented orally or through other media	I	M		
	1.SL.9	Ask and answer questions about what a speaker says in order to gather additional information and clarify something that is not understood	I	M		
Presentation <i>ILS10 SL.1.4</i> <i>ILS10 SL.1.5</i> <i>ILS10 SL.1.6</i>	1.SL.10	Identify people, places, things, and events with relevant details	M			
	1.SL.11	Describe people, places, things, and events with relevant details by clearly expressing ideas and feelings	I		M	
	1.SL.12	Add drawings or visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings	M			
	1.SL.13	Produce complete sentences when appropriate to task and situation (See grade 1 Language standards for more specific expectations)	M			
Conventions of Standard English <i>ILS10 L.1.1</i> <i>ILS10 L.1.2</i>	1.L.1	Recognize and print all upper and lower case letters	M			
	1.L.2	Use common, proper, and possessive nouns	I		M	
	1.L.3	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop)	I	M		
	1.L.4	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)	I	M		
	1.L.5	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)		I	M	
	1.L.6	Use frequently occurring adjectives	I		M	
	1.L.7	Use frequently occurring conjunctions (e.g., and, but, or, so, because)		I		M
	1.L.8	Use determiners (e.g., articles [the, an, a], demonstratives [this, that, these, those])	I	M		
	1.L.9	Use frequently occurring prepositions (e.g., during, beyond, toward)			I	M
	1.L.10	Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	I			M
	1.L.11	Expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	I			M
	1.L.12	Capitalize dates and names of people/pets	I	M		
	1.L.13	Use end punctuation for sentences (differentiate between the use of a period, exclamation point, and question mark)	M			
	1.L.14	Use commas in dates and to separate single words in a series	I		M	
	1.L.15	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	I			M
	1.L.16	Use phonemic awareness and spelling conventions to spell untaught words phonetically	I			M
Vocabulary Acquisition and Use, ILS10 L.1.4 <i>ILS10 L.1.5; ILS10 L.1.6</i>	1.L.17	Choose from an array of strategies and apply them to determine the meaning or to clarify unknown words	I			M
	1.L.18	Use sentence level contexts as a clue to the meaning of a word or phrase	I	M		
	1.L.19	Use frequently occurring affixes as a clue to the meaning of a word			I	M
	1.L.20	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).		I		M
	1.L.21	With guidance and support, sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	M			
	1.L.22	With guidance and support from adults, identify real-life connections between words and their uses	I			M
	1.L.23	With guidance and support, 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)			I	M
	1.L.24	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 or acting out the meanings		I		M
	1.L.25	Use words and phrases acquired through conversations, reading, being read to, and responding to text	I			M
	1.L.26	Use frequently occurring conjunctions to signal simple relationships (e.g., because)		I		M

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