

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## First Grade ELA Revised 2023

### READING LITERATURE

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.2** Analyze literary text development.
  - a.** Demonstrate understanding of the lesson.
  - b.** Retell stories, including key details.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.
- RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6** Identify who is telling the story at various points in a text.
- RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

### READING INFORMATIONAL TEXT

- RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5** 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.

### READING FOUNDATIONS

- RF.1.2** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
  - a.** Distinguish long from short vowel sounds in spoken single-syllable words.
  - b.** Orally produce single-syllable words by blending phonemes, including consonant blends.
  - c.** Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
  - d.** Segment spoken single-syllable words into their complete sequence of individual phonemes.
- RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - a.** Know the spelling-sound correspondences for common consonant digraphs.
  - b.** Decode regularly spelled one-syllable words.
  - c.** Know final -e and common vowel team conventions for representing long vowel sounds.
  - d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - 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.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
  - a.** Read on-level text with purpose and understanding.
  - b.** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SEE REVERSE

## PRIORITY STANDARDS

# DIOCESE OF CLEVELAND

## First Grade Social and Emotional Revised 2023

### SOCIAL AND EMOTIONAL

- A3.2.a** Seek help when faced with challenges or when frustrated with a task, skill or situation
- B1.2a** Describe verbal and nonverbal ways to express emotions in different settings
- C2.1.a** Identify the purpose for having school-wide expectations and classroom rules
- C3.3.a** Discuss the concept of, and practice, treating others the way you would want to be treated
- D1.1.a** Identify and engage in positive communication skills
- E2.3.a** Identify how personal choices will impact the outcome of a situation
- E3.2.a** Recognize safe practices and actions

PRIORITY STANDARDS WERE CREATED BY THE OFFICE OF CATHOLIC EDUCATION  
IN COLLABORATION WITH TEACHERS THROUGHOUT THE DIOCESE.

# First Grade ELA

## WRITING

**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.

## SPEAKING AND LISTENING

**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** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## LANGUAGE

**L.1.1** 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 coordinating and subordinating 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.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.1.4** 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.

**a.** Use sentence-level context as a clue to the meaning of a word or phrase.

**b.** 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*).