READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.1 *Scaled score* • 1571-1720 (RF)	Match oral words to printed words.	• Basic to the reading process is understanding the spoken words correspond to written words and vice versa.	
LA.1.WRFV.2 *Scaled score* • 1570/smaller (RF) • 1571-1720 (RF)	Identify letters, words, and sentences.	• The ability to distinguish between letters, words, and sentences is a requisite reading skill.	• Sentence
LA.1.WRFV.3 *Scaled score* • 1571-1720 (RF) • 1721-1870 (RF)	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.		• Punctuation • Period • Question mark • Exclamation point

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.4 *Scaled score* • 1571-1720 (RF)	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	• The development of phonemic awareness and phonics skills is critical to the process of learning to read. • This includes understanding basic letter-sound relationships, letter patterns, the difference between vowels and consonants, rhyming, the ability to manipulate sounds, the ability to hear distinct sounds within words, and the ability to blend sound together to create words.	• Syllable • Vowels (long, short) • Rhyming • Phonemic awareness • Phonemes • Phonics • Consonant blends
LA.1.WRFV.5 *Scaled score* • 1871-2020 (RF)	Recognize different vowel sounds in orally stated single-syllable words.		
LA.1.WRFV.6	Recognize that vowels' sounds can be represented by different letters.		
LA.1.WRFV.7 *Scaled score* • 1571-1720 (RF)	Create and state a series of rhyming words.		
LA.1.WRFV.8 *Scaled score* • 1571-1720 (RF) • 1721-1870 (RF) • 1871-2020 (RF)	Add, delete, or change sounds to change words.		

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READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.9 *Scaled score* • 1571-1720 (RF) • 1721-1870 (RF)	Blend two to four phonemes (sounds) into recognizable words.	• The development of phonemic awareness and phonics skills is critical to the process of learning to read. • This includes understanding basic letter-sound relationships, letter patterns, the difference between vowels and consonants, rhyming, the ability to manipulate sounds, the ability to hear distinct sounds within words, and the ability to blend sound together to create words.	
LA.1.WRFV.10 *Scaled score* • 1570/smaller (RF) • 1571-1720 (RF) • 1871-2020 (RF)	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.		

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.11	Read common sight words (words that are often seen and heard).	• Development of a sight vocabulary is integral to the reading process and provides a foundation for learning additional words and the decoding process.	• Sight words
LA.1.WRFV.12	Use phonic and context clues as self-correction strategies when reading.	• Readers use a variety of strategies to self-correct when reading including in-text clues such as phonics and context.	• Context clues • Phonic clues • Self-correction
LA.1.WRFV.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).	• See LA.1.WRFV.4-10	• Vowel digraphs • R-controlled vowels
LA.1.WRFV.14	Read common word patterns (-ite, -ate).	• Knowledge of spelling patterns can aid in the decoding process.	• Word or spelling patterns • Rimes • Onsets

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.15	Read aloud smoothly and easily in familiar text.	• Reading with fluency and accuracy supports comprehension. • Fluent reading includes: accuracy, appropriate rate, word stress, phrasing, expression and pausing. • Effective readers monitor their understanding of text by adjusting their strategies. • Readers slow down to problem-solve words or complex language and then resume a normal pace.	• Fluency
LA.1.WRFV.16 *Scaled score* • 1571-1720 (RF) • 1721-1870 (RF)	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	• Some words are creating by combining two words.	• Compound words • Contractions

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.17 *Scaled score* • 1871-2020 (RF)	Read and understand root words (look) and their inflectional forms (looks, looked, looking).	• Understanding word structure contributes to the ability to decode and understand of words. • There are rules that govern the addition of endings. • The addition of endings might change how a word is used in a sentence.	• Root words • Inflectional form • Word structure
LA.1.WRFV.18 *Scaled score* • 1721-1870 (RF)	Classify categories of words.	• Words fall into a variety of categories. Including nouns, verbs, adjectives, adverbs. • Knowledge of word categories supports understanding how words work together to create meaning.	• Nouns • Verbs • Adjectives • Adverbs

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READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core concepts	Key terms
LA.1.WRFV.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols from the colors, shapes, logos and letters on the signs or symbols.		• Environmental print

READING: Comprehension	Standard	Core concepts	Key terms
LA.1.RC.1 *Scaled score* • 1871-2020 (RF)	Identify the title, author, illustrator, and table of contents of a reading selection.		• Title • Author • Illustrator • Table of contents
LA.1.RC.2	Identify text that uses sequence or other logical order.	• Authors organize text in various ways based on the story being told and the purpose for writing.	
LA.1.RC.3 *Scaled score* • 1871-2020 (RF) • 2021-2170 (RF)	Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.	• The main idea of the text is the most important or central thought or theme. • It is developed through supporting details.	• Main idea
LA.1.RC.4 *Scaled score* • 1871-2020 (RF)	Follow one-step written instructions.		• One-step instructions
LA.1.RC.5 *Scaled score* • 1571-1720 (RF) • 2171/Larger (RF)	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	• The meaning of surrounding text can help identify the meaning of unknown words in a sentence.	• Context

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READING: Comprehension	Standard	Core concepts	Key terms
LA.1.RC.6 *Scaled score* • 2021-2170 (RF)	Confirm predictions about what will happen next in a text by identifying key words.	• Anticipating what will follow while reading a text is a strategic action for processing and comprehension. • Authors use key words and signal words to alert the reader about future events.	• Predictions
LA.1.RC.7	Relate prior knowledge to what they read.	• All readers bring some level of prior knowledge to a text. • Activating prior knowledge about the subject matter is a strategy that helps readers connect what they already know about a subject/topic with what they are reading and demonstrates comprehension.	• Prior knowledge

Reading: Literacy Response and Analysis (LRA)	Standard	Core concepts	Key terms
LA.1.LRA.1 *Scaled score* • 1570/smaller(RF) • 1871-2010 (RF)	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	• Retelling and/or restating facts and details in an organized fashion demonstrates comprehension.	• Plot • Setting • Character • Retell
LA.1.LRA.2	Describe the roles of authors and illustrators.		
LA.1.LRA.3 *Scaled score* • 1721-1870 (RF)	Confirm predictions about what will happen next in a story.	• Anticipating what will follow while reading a text and confirming those predictions are strategic actions for processing and comprehension.	
LA.1.LRA.4	Distinguish fantasy from reality.		• Fantasy • Reality
LA.1.LRA.5 *Scaled score* • 2021-2170 (RF)	Understand what is read by responding to questions. (who, what, when, where, why and how.	• Comprehension of a story can be demonstrated by answering basic questions.	

Writing: Writing Process (WP)	Standard	Core concepts	Key terms
LA.1.WP.1	Discuss ideas and select a focus for group stories or other writing.	• Writing should be focused on a pre-determined topic. Discussions among students can help them generate and define those topics.	
LA.1.WP.2	Use various organizational strategies to plan writing.	• Strategic writers develop a plan for their writing. • Graphic organizers, charts, outlines, etc. aid writers in organizing ideas so that it flows logically.	• Graphic organizers • Charts • Outlines
LA.1.WP.3	Revise writing for others to read.	• Writers are able to reread their writing to insure their writing makes sense and flows and to check for spelling, grammar, and punctuation errors and have strategies for correcting these errors.	• Conferencing • Peer editing

Writing: Writing Process (WP)	Standard	Core concepts	Key terms
LA.1.WP.4	Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.	• Writers expand on writing topics by asking questions concerning their topics of choice and seeking answers to those questions.	
LA.1.WP.5	Identify a variety of sources of information (books, online resources, pictures, charts, table of contents, and diagrams) and document the sources (titles).	• Writers utilize information from a variety of print and digital sources to support content development and elaboration. • Writers understand the importance of assessing the credibility and accuracy of each source and the importance of citing sources and avoiding plagiarism.	• Sources • Documentation • Plagiarism
LA.1.WP.6	Organize and classify information by constructing categories on the basis of observation.	• Writers use their own personal experiences and observations of their world to help select writing topics and to organize the ideas so they can be written logically.	

Writing: Writing Applications (WA)	Standard	Core concepts	Key terms
LA.1.WA.1	Write brief narratives (stories) describing an experience.	• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and well-structured event sequence. • Narratives have a central focus with a beginning, middle and end.	• Narrative
LA.1.WA.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.	• Expository text conveys ideas and information clearly and accurately about a specific object, person, place or event using sensory details.	• Exposition
LA.1.WA.3	Write simple rhymes.		
LA.1.WA.4	Use descriptive words when writing.	• Writers use descriptive words such as size, color, and other adjectives to strengthen their piece.	
LA.1.WA.5	Write for different purposes and to a specific audience or person.	• Writers have a particular purpose when writing and an intended audience. The development, organization and style are appropriate to task, purpose and audience.	

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Writing: English Language Conventions (ELC)	Standard	Core concepts	Key terms
LA.1.ELC.1	Print legibly and space letters, words, and sentences appropriately.	• In addition to planning, writers use skills and strategies for revising, editing, and rewriting. • Knowledge of and ability to use basic conventions of the English language (spelling, punctuation, grammar, etc.) support a writer's ability to create a clear and understandable piece and the revision process.	
LA.1.ELC.2	Write in complete sentences.		• Complete sentence
LA.1.ELC.3	Identify and correctly use singular and plural nouns (dog/dogs).		• Singular nouns • Plural nouns
LA.1.ELC.4 *Scaled score* • 1571-1720 (RF)	Identify and correctly write contractions (isn't, aren't, can't).		• Contractions
LA.1.ELC.5 *Scaled score* • 1871-2020 (RF)	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).		• Possessive nouns • Possessive pronouns
LA.1.ELC.6 *Scaled score* • 1871-2020 (RF)	Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.		• Punctuation • Periods • Exclamation points • Question marks
LA.1.ELC.7 *Scaled score* • 1721-1870 (RF)	Capitalize the first word of a sentence, names of people, and the pronoun I.		• Capitalization
LA.1.ELC.8 *Scaled score* • 1571-1720 (RF) • 1871-2020 (RF)	Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).		• Sight words

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Listening and Speaking (LS)	Standard	Core concepts	Key terms
LA.1.LS.1	Listen attentively.	• Attentive listening includes looking at the speaker, responding about the same thing, listening with the intent to remember and not interrupting.	
LA.1.LS.2	Ask questions for clarification and understanding.	• Attentive listeners integrate and evaluate information being conveyed in various formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand and are able to ask and answer appropriate questions when they do not understand.	
LA.1.LS.3	Give, restate, and follow simple two-step directions.		

Listening and Speaking (LS)	Standard	Core concepts	Key terms
LA.1.LS.4	Stay on the topic when speaking.	• Whether engaged in a formal presentation or an informal conversation, speakers present information such that listeners can follow the line of reasoning. • This involves sustaining topic, using descriptive words including sensory and positional words, appropriate sequencing, and use of appropriate grammar. • When doing a more formal presentation, speakers prepare in advance and deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency). • Speakers add visual displays to illuminate chosen facts and support their thinking about the topic.	
LA.1.LS.5	Use descriptive words when speaking about people, places, things, and events.		
LA.1.LS.6	Recite poems, rhymes, songs, and stories.		
LA.1.LS.7 *Scaled score* • 1721-1870 (RF) • 2021-2170 (RF)	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.		
LA.1.LS.8	Relate an important life event or personal experience in a simple sequence.		
LA.1.LS.9	Provide descriptions with careful attention to sensory detail.		
LA.1.LS.10	Use visual aids such as pictures and objects to present oral information.		

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