

1<sup>st</sup> Grade English Language Arts Georgia Standards of Excellence (ELAGSE)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
<b>➤ Key Ideas and Details</b>	<b>➤ Key Ideas and Details</b>
<b>ELAGSE1RL1:</b> Ask and answer questions about key details in a text.	<b>ELAGSE1RI1:</b> Ask and answer questions about key details in a text.
<b>ELAGSE1RL2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>ELAGSE1RI2:</b> Identify the main topic and retell key details of a text.
<b>ELAGSE1RL3:</b> Describe characters, settings, and major events in a story, using key details.	<b>ELAGSE1RI3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>➤ Craft and Structure</b>	<b>➤ Craft and Structure</b>
<b>ELAGSE1RL4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>ELAGSE1RI4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>ELAGSE1RL5:</b> Explain major difference between texts that tell stories and texts that give information.	<b>ELAGSE1RI5:</b> Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>ELAGSE1RL6:</b> Identify who is telling the story at various points in a text.	<b>ELAGSE1RI6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>➤ Integration of Knowledge and Ideas</b>	<b>➤ Integration of Knowledge and Ideas</b>
<b>ELAGSE1RL7:</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>ELAGSE1RI7:</b> Use illustrations and details in a text to describe its key ideas.
<b>ELAGSE1RL8:</b> (Not applicable to literature)	<b>ELAGSE1RI8:</b> Identify the reasons an author gives to support points in a text.
<b>ELAGSE1RL9:</b> Compare and contrast the adventures and experiences of characters in stories.	<b>ELAGSE1RI9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>➤ Range of Reading and Level of Text Complexity</b>	<b>➤ Range of Reading and Level of Text Complexity</b>
<b>ELAGSE1RL10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>ELAGSE1RI10:</b> With prompting and support, read informational texts appropriately complex for grade 1.

**READING FOUNDATIONAL (RF)**

➤ **Print Concepts**

**ELAGSE1RF1:** Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

➤ **Phonological Awareness**

**ELAGSE1RF2:** Demonstrate understanding of spoken words, syllables, and sounds

(phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

➤ **Phonics and Word Recognition**

**ELAGSE1RF3:** 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.

➤ **Fluency**

**ELAGSE1RF4:** 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.

d. Read grade-appropriate irregularly spelled words.

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<b>WRITING (W)</b>	
<b>➤ Text Types and Purposes</b>	
<b>ELAGSE1W1:</b> Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
<b>ELAGSE1W2:</b> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
<b>ELAGSE1W3:</b> 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.	
<b>➤ Production and Distribution of Writing</b>	
<b>ELAGSE1W4:</b> <i>(Begins in grade 3)</i>	
<b>ELAGSE1W5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
a. May include oral or written prewriting (graphic organizers).	
<b>ELAGSE1W6:</b> With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	
<b>➤ Research to Build and Present Knowledge</b>	
<b>ELAGSE1W7:</b> Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
<b>ELAGSE1W8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>ELAGSE1W9:</b> <i>(Begins in grade 4)</i>	
<b>➤ Range of Writing</b>	
<b>ELAGSE1W10:</b> <i>(Begins in grade 3)</i>	

**SPEAKING AND LISTENING (SL)**

➤ **Comprehension and Collaboration**

**ELAGSE1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. 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).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

**ELAGSE1SL2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELAGSE1SL3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

➤ **Presentation of Knowledge and Ideas**

**ELAGSE1SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELAGSE1SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELAGSE1SL6:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
<b>➤ Conventions of Standard English</b>
<b>ELAGSE1L1:</b> 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., <i>He hops; We hop</i> ).
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).
e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).
j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
k. Prints with appropriate spacing between words and sentences.
<b>ELAGSE1L2:</b> 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.
<b>➤ Knowledge of Language</b>
<b>ELAGSE1L3:</b> ( <i>Begins in 2<sup>nd</sup> grade</i> )
<b>➤ Vocabulary Acquisition and Use</b>
<b>ELAGSE1L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , 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., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
<b>ELAGSE1L5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.
<b>ELAGSE1L6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i> ).

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**LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12**

The following skills were marked with an asterisk (\*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
<b>ELAGSEKL5b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSE5L5c
<b>ELAGSE1L2c.</b> Use commas in dates and to separate single words in a series.												Subsumed by ELAGSE5L2a
<b>ELAGSE1L1i.</b> Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
<b>ELAGSE1L1g.</b> Use frequently occurring conjunctions. <b>ELAGSE3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELAGSE5L1e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).												
<b>ELAGSE3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELAGSE5L1a.</b> Explain the function of conjunctions, prepositions, and												
<b>ELAGSE3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.												
<b>ELAGSE3L3a.</b> Choose words and phrases for effect.												
<b>EKACC4L1e.</b> Form and use prepositional phrases.												
<b>ELAGSE4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
<b>ELAGSE4L1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i> ).												
<b>ELAGSE4L3a.</b> Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
<b>ELAGSE4L3b.</b> Choose punctuation for effect.												
<b>ELAGSE5L1d.</b> Recognize and correct inappropriate shifts in verb tense.												
<b>ELAGSE5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
<b>ELAGSE5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
<b>ELAGSE6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.												
<b>ELAGSE6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
<b>ELAGSE6L1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
<b>ELAGSE6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
<b>ELAGSE6L3b.</b> Maintain consistency in style and tone.												
<b>ELAGSE7L1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
<b>ELAGSE7L3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
<b>ELAGSE8L1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.												
<b>ELAGSE9–10L1a.</b> Use parallel structure.												
<b>L11-12L3a.</b> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

\* Darkened boxes indicate grades in which the standard should be taught