

First Grade

ELA

Georgia Standards of Excellence

Reading Literary

Key Ideas and Details

ELAGSE1RL1

Ask and answer questions
about key details in a text.

ELAGSE1RL2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3

Describe characters, settings,
and major events in a story,
using key details.

Reading Literary

Craft and Structure

ELAGSE1RL4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELAGSE1RL5

Explain major difference
between texts that tell stories
and texts that give
information.

ELAGSE1RL6

Identify who is telling the story at various points in a text.

Reading Literary

Integration of Knowledge
and Ideas

ELAGSE1RL7

Use illustrations and details in
a story to describe its
characters, setting, or events.

ELAGSE1RL9

Compare and contrast the adventures and experiences of characters in stories.

Reading Literary

Range of Reading and
Level of Text Complexity

ELAGSE1RL10

With prompting and support,
read prose and poetry of
appropriate complexity for
grade 1.

Reading Informational

Key Ideas and Details

ELAGSE1RI1

Ask and answer questions
about key details in a text.

ELAGSE1RI2

Identify the main topic and
retell key details of a text.

ELAGSE1RI3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Informational

Craft and Structure

ELAGSE1RI4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1RI5

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.

ELAGSE1RI6

Distinguish between
information provided by
pictures or other illustrations
and information provided by
the words in a text.

Reading Informational

Integration of Knowledge
and Ideas

ELAGSE1RI7

Use illustrations and details in
a text to describe its key
ideas.

ELAGSE1RI8

Identify the reasons an author gives to support points in a text.

ELAGSE1RI9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Informational

Range of Reading and
Level of Text Complexity

ELAGSE1RI10

With prompting and support,
read informational texts
appropriately complex for
grade 1.

Reading Foundation

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).

Reading Foundation

Phonological Awareness

ELAGSE1RF2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

ELAGSE1RF2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

ELAGSE1RF2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

ELAGSE1RF2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

Reading Foundation

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.

ELAGSE1RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

b) Decode regularly spelled one-syllable words.

ELAGSE1RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

c) Know final -e and common vowel team conventions for representing long vowel sounds.

ELAGSE1RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

ELAGSE1RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

e) Decode two-syllable words following basic patterns by breaking the words into syllables.

ELAGSE1RF3

Know and apply grade-level phonics and word analysis skills in decoding words.

f) Read words with inflectional endings.

Reading Foundation 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.

Writing

Text Types and Purpose

ELAGSE1W1

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.

ELAGSE1W2

Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W3

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.

Writing

Production and
Distribution of Writing

ELAGSE1W5

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).

ELAGSE1W6

With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Writing

Research to Build and
Present Knowledge

ELAGSE1W7

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).

ELAGSE1W8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

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 and taking turns speaking 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.

Speaking and Listening

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.)

Language

Conventions of Standard
English

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a) Print all upper- and lowercase letters.

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b) Use common, proper, and possessive nouns.

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f) Use frequently occurring adjectives.

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g) Use frequently occurring conjunctions (e.g., and, but, or, so, because)

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

h) Use determiners (e.g., articles, demonstratives)

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- i) Use frequently occurring prepositions (e.g., during, beyond, toward).

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

j) Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

ELAGSE1L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

k) Print with appropriate spacing between words and sentences.

ELAGSE1L2

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.

Language

Vocabulary Acquisition
and Use

ELAGSE1L4

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.

ELAGSE1L4

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.

b) Use frequently occurring affixes as a clue to the meaning of a word.

ELAGSE1L4

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.

c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

ELAGSE1L5

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.

ELAGSE1L5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

b) 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).

ELAGSE1L5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).

ELAGSE1L5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

d) 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 by acting out the meanings.

ELAGSE1L6

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 named my hamster Nibblet because she nibbles too much because she likes that).