



# Language Arts - Grade One (#5010042)

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**Course Number:** 5010042

**Course Section:** Grades PreK to 12 Education Courses

**Course Attributes:**

- Requires Class Size

**Course Type:** Core Course

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades PreK to 5 Education Courses > **Subject:** English/Language Arts > **SubSubject:** General >

**Abbreviated Title:** LANG ARTS GRADE 1

**Course Length:** Year (Y)

## VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 1.

## GENERAL NOTES

**Special Notes:**

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### Additional Requirements:

The following Florida Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
<a href="#">LAFS.1.L.1.1:</a>	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 conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives).

	<p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<a href="#">LAFS.1.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>
<a href="#">LAFS.1.L.3.4:</a>	<p>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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ol>
<a href="#">LAFS.1.L.3.5:</a>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>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.</li> </ol>
<a href="#">LAFS.1.L.3.6:</a>	<p>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).</p>
<a href="#">LAFS.1.RF.1.1:</a>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>
<a href="#">LAFS.1.RF.2.2:</a>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
<a href="#">LAFS.1.RF.3.3:</a>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
<a href="#">LAFS.1.RF.4.4:</a>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
<a href="#">LAFS.1.RI.1.1:</a>	<p>Ask and answer questions about key details in a text.</p>
<a href="#">LAFS.1.RI.1.2:</a>	<p>Identify the main topic and retell key details of a text.</p>
<a href="#">LAFS.1.RI.1.3:</a>	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<a href="#">LAFS.1.RI.2.4:</a>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<a href="#">LAFS.1.RI.2.5:</a>	<p>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.</p>
<a href="#">LAFS.1.RI.2.6:</a>	<p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
<a href="#">LAFS.1.RI.3.7:</a>	<p>Use the illustrations and details in a text to describe its key ideas.</p>
<a href="#">LAFS.1.RI.3.8:</a>	<p>Identify the reasons an author gives to support points in a text.</p>
<a href="#">LAFS.1.RI.3.9:</a>	<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<a href="#">LAFS.1.RI.4.10:</a>	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p>
<a href="#">LAFS.1.RL.1.1:</a>	<p>Ask and answer questions about key details in a text.</p>
<a href="#">LAFS.1.RL.1.2:</a>	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
<a href="#">LAFS.1.RL.1.3:</a>	<p>Describe characters, settings, and major events in a story, using key details.</p>
<a href="#">LAFS.1.RL.2.4:</a>	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
<a href="#">LAFS.1.RL.2.5:</a>	<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>
<a href="#">LAFS.1.RL.2.6:</a>	<p>Identify who is telling the story at various points in a text.</p>
<a href="#">LAFS.1.RL.3.7:</a>	<p>Use illustrations and details in a story to describe its characters, setting, or events.</p>
<a href="#">LAFS.1.RL.3.9:</a>	<p>Compare and contrast the adventures and experiences of characters in stories.</p>
<a href="#">LAFS.1.RL.4.10:</a>	<p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<a href="#">LAFS.1.SL.1.1:</a>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>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).</li> <li><b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b></li> <li>Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>
<a href="#">LAFS.1.SL.1.2:</a>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<a href="#">LAFS.1.SL.1.3:</a>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

<a href="#">LAFS.1.SL.2.4:</a>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<a href="#">LAFS.1.SL.2.5:</a>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<a href="#">LAFS.1.SL.2.6:</a>	Produce complete sentences when appropriate to task and situation.
<a href="#">LAFS.1.W.1.1:</a>	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.
<a href="#">LAFS.1.W.1.2:</a>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<a href="#">LAFS.1.W.1.3:</a>	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.
<a href="#">LAFS.1.W.2.5:</a>	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 href="#">LAFS.1.W.2.6:</a>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<a href="#">LAFS.1.W.3.7:</a>	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).
<a href="#">LAFS.1.W.3.8:</a>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<a href="#">HE.1.B.3.1:</a>	Determine the meaning of warning labels and signs on hazardous products and places
	<b>Remarks/Examples:</b> Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
	Identify trusted adults and professionals who can help promote health.
<a href="#">HE.1.B.3.2:</a>	<b>Remarks/Examples:</b> Parent, teacher, coach, counselor, and school nurse.
	Identify healthy ways to express needs, wants, and feelings.
<a href="#">HE.1.B.4.1:</a>	<b>Remarks/Examples:</b> Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
	Describe good listening skills to enhance health.
<a href="#">HE.1.B.4.2:</a>	<b>Remarks/Examples:</b> Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.
	Describe ways to respond when in an unwanted, threatening, or dangerous situation.
<a href="#">HE.1.B.4.3:</a>	<b>Remarks/Examples:</b> Leave, tell a trusted adult, and say "no."
	Describe situations when a health-related decision can be made individually or when assistance is needed.
<a href="#">HE.1.B.5.1:</a>	<b>Remarks/Examples:</b> Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
	Explain the purpose of rules and laws in the school and community.
<a href="#">SS.1.C.1.1:</a>	<b>Remarks/Examples:</b> Examples are keeping order and ensuring safety.
	Explain the rights and responsibilities students have in the school community.
<a href="#">SS.1.C.2.1:</a>	<b>Remarks/Examples:</b> Examples are not littering, coming to school on time, and having a safe learning environment.
	Recognize symbols and individuals that represent American constitutional democracy.
<a href="#">SS.1.C.3.2:</a>	<b>Remarks/Examples:</b> Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.
	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
<a href="#">SC.1.N.1.2:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: <a href="#">LAFS.1.W.3.8</a> . With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Refer to MAFS.K12.MP.5: Use appropriate tools strategically.
	Keep records as appropriate - such as pictorial and written records - of investigations conducted.
<a href="#">SC.1.N.1.3:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: <a href="#">MAFS.1.MD.3.4</a> . Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

There are more than 508 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13255>

## Related Certifications

<a href="#">Elementary Education Elementary (Grades 1-6)</a>
<a href="#">Primary Education Primary</a>
<a href="#">Elementary Education Elementary Education (K-6)</a>
<a href="#">English Elementary (Grades 1-6)</a>

