

English Language Arts Grades K-1

PBGR

The English Language Arts (ELA) literate individual can engage with complex texts and communicate effectively with diverse audiences for a variety of purposes, clearly articulating their own point of view or message while considering its potential impact, and listening to the perspectives of others.

Critical Proficiency

Reading

Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Critical Proficiency

Writing

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Critical Proficiency

Speaking and Listening

Participate effectively in a range of discussions, collaborations, and presentations.

Critical Proficiency

Language

Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

Priority Performance Indicators

Foundational Skills

Apply understanding of print concepts, phonological awareness, and phonics and word analysis skills to decode words and read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.1-4)

Textual Evidence

Ask and answer questions about key details in a text. (R.1) (R.2, 3, 9)

Summary and Analysis

Identify the central message or main topic of a text and retell key details; describe characters, settings, and major events in a story or the connection between individuals, events, ideas, or pieces of information. (R.2, 3) (R.9)

Craft and Structure

Explain major differences between books that tell stories and books that give information; use text features to locate information; identify who is telling the story (narrator); and distinguish between information provided by pictures and by words. (R.5, 6) (R.4)

Priority Performance Indicators

Production

With guidance and support from adults, produce writing in which the development and organization are appropriate to task (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-3) (R.1, 3, 5) (W.5-6) (L.1, 2)

Writing Process

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. (W.5) (W.1-3, 6) (L.1, 2)

Research

Participate in shared research and writing projects; with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.7-8) (R.1, 6-9) (W.1-3, 5, 6) (SL.2) (L.1, 2)

Priority Performance Indicators

Collaboration

Participate in collaborative conversations with diverse partners and groups, including classmates and adults. (SL.1) (R.1) (W.6)

Comprehension and Evaluation

Ask and answer questions about key details in a text read aloud or information presented orally or through other media; ask and answer questions about what a speaker says in order to understand better or gather more information. (SL.2, 3) (R.6-8) (W.8)

Presentation

Describe people, places, things, and events with details; express ideas and feelings clearly with a loud enough voice; add drawings or other visuals when appropriate; and speak in complete sentences when appropriate to task and situation. (SL.4-6) (R.1) (W.6) (L.1)

Priority Performance Indicators

Conventions

Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)

Knowledge of Language

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.5) (R.4)

Vocabulary

Correctly use words and phrases learned through conversations, reading and being read to, responding to texts, and using strategies. (L.4, 6) (R.4) (L.5)