

**Main Criteria:** Classroom Supplement Units Grade 1  
**Secondary Criteria:** Washington Essential Academic Learning Requirements (EALR)  
**Subject:** Language Arts  
**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Washington Essential Academic Learning Requirements (EALR)

#### Language Arts

Grade 1 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.1.</b>	Ask and answer questions about key details in a text.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.2.</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.3.</b>	Describe characters, settings, and major events in a story, using key details.
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.4.</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.7.</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.10.</b>	With prompting and support, read prose and poetry of appropriate complexity for grade
<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonological Awareness</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.2.</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.2(a)</b>	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.2(b)</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.1.3.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.1.5.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.1.7.	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).
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.

EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(c)	Use commas in dates and to separate single words in a series.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<b>EALR</b>	<b>WA.L.1.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.1.4.</b>	<b>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>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.4(c)</b>	<b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b>

Unit 1

**Washington Essential Academic Learning Requirements (EALR)**

**Language Arts**

Grade 1 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>
<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.10.</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>
<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonological Awareness</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.2(a)</b>	<b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.2(b)</b>	<b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>

<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.3(a)</b>	<b>Know the spelling-sound correspondences for common consonant digraphs.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.3(b)</b>	<b>Decode regularly spelled one-syllable words.</b>
<b>EALR</b>	<b>WA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.1.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>EALR</b>	<b>WA.W.1.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.1.3.</b>	<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>
<b>EALR</b>	<b>WA.W.1.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.1.5.</b>	<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.</b>
<b>EALR</b>	<b>WA.W.1.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.1.7.</b>	<b>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).</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.1.8.</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
<b>EALR</b>	<b>WA.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.1.1(a)</b>	<b>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>
<b>CONTENT STANDARD / PERFORMANCE</b>	<b>SL.1.1(b)</b>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

<b>EALR</b>	<b>WA.L.1.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.1.5(c)</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>

Unit 2

**Washington Essential Academic Learning Requirements (EALR)**

**Language Arts**

Grade 1 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.5.</b>	<b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>

<b>EALR</b>	<b>WA.RL.1.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.1.10.</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade</b>

<b>EALR</b>	<b>WA.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.1.2.</b>	<b>Identify the main topic and retell key details of a text.</b>

<b>EALR</b>	<b>WA.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT</b>	<b>RI.1.4.</b>	<b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>

STANDARD		
CORE CONTENT / CONTENT STANDARD	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
CORE CONTENT / CONTENT STANDARD	RI.1.8.	Identify the reasons an author gives to support points in a text.
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding,



STANDARD / PERFORMANCE EXPECTATION		rereading as necessary.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CORE CONTENT / CONTENT STANDARD	W.1.3.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.1.5.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.1.7.	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).
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops;

STANDARD / PERFORMANCE EXPECTATION		We hop).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 1 - Adopted: 2011

EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
CORE CONTENT	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central

/ CONTENT STANDARD		message or lesson.
CORE CONTENT / CONTENT STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.1.3.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.1.5.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.1.7.	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).
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE	L.1.1(b)	Use common, proper, and possessive nouns.

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 1 - Adopted: 2011

EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CORE CONTENT / CONTENT STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.1.1.	Ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RI.1.2.	Identify the main topic and retell key details of a text.
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CORE CONTENT / CONTENT STANDARD	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
CORE CONTENT / CONTENT STANDARD	RI.1.8.	Identify the reasons an author gives to support points in a text.
EALR	WA.RI.1.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.1.5.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.1.7.	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).
CORE CONTENT / CONTENT STANDARD	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics

/ CONTENT STANDARD		and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD /	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



PERFORMANCE EXPECTATION		
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 1 - Adopted: 2011

EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CORE CONTENT / CONTENT STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

<b>STANDARD</b>		
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>EALR</b>	WA.RF.1.	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		Phonics and Word Recognition
<b>CORE CONTENT / CONTENT STANDARD</b>	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.3(b)	Decode regularly spelled one-syllable words.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>EALR</b>	WA.RF.1.	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		Fluency
<b>CORE CONTENT / CONTENT STANDARD</b>	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.4(a)	Read on-level text with purpose and understanding.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>EALR</b>	WA.W.1.	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		Text Types and Purposes
<b>CORE CONTENT / CONTENT STANDARD</b>	W.1.3.	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>EALR</b>	WA.W.1.	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		Production and Distribution of Writing
<b>CORE CONTENT / CONTENT STANDARD</b>	W.1.5.	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.
<b>EALR</b>	WA.W.1.	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		Research to Build and Present Knowledge
<b>CORE CONTENT / CONTENT</b>	W.1.7.	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).

STANDARD		
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE	L.1.2(b)	Use end punctuation for sentences.

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 1 - Adopted: 2011

EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.1.1.	Ask and answer questions about key details in a text.
CORE CONTENT / CONTENT STANDARD	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CORE CONTENT / CONTENT STANDARD	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
EALR	WA.RL.1.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade

STANDARD		
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonological Awareness
CORE CONTENT / CONTENT STANDARD	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
EALR	WA.RF.1.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.1.3.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.1.5.	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.
EALR	WA.W.1.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.1.7.	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).
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EALR	WA.SL.1.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.1.6.	Produce complete sentences when appropriate to task and situation.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
CONTENT	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for

STANDARD / PERFORMANCE EXPECTATION		frequently occurring irregular words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).