

Grade 1 Year-at-a-Glance: English Language Arts and Literature

Overview

This year, children build the sounds, words, and ideas that reading and writing rest on. They learn how texts get organized so a message comes through clearly. They grow as listeners and speakers, sharing stories and information with others. They dig into what words mean and how words are built. They practice hearing and playing with the sounds inside spoken words, and they connect those sounds to the letters that write them down. Reading grows more accurate, smoother, and more expressive. Children work out what texts are really saying, and they use the writing process to put their own ideas on paper. Along the way, they learn the grammar, spelling, and punctuation that make writing and speech easier to understand. [See the curriculum: 1, 2, 3, 4, 5, 6, 7, 8, 9.](#)

The year at a glance

Grade 1

Organizing idea	Guiding questions	Learning outcomes
Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	How can the organization of ideas and information support the sharing of messages?	Students examine ways that messages can be organized and presented for different purposes. (see the curriculum)
Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	In what ways can listening and speaking be applied to develop oral communication?	Students develop listening and speaking skills through sharing stories and information. (see the curriculum)
Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.	How can vocabulary and morphological awareness work together to increase knowledge of words?	Students analyze word formation and meaning. (see the curriculum)
Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.	How does the manipulation of sound in oral language support phonological awareness?	Students manipulate sounds in words in oral language. (see the curriculum)
Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.	How can understanding relationships between sounds and letters (phonics) increase knowledge of words?	Students recognize and analyze letters and sounds in words. (see the curriculum)
Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.	How does reading prosody (expression) support fluency?	Students apply accuracy, appropriate rate, and expression in the development of fluency. (see the curriculum)

Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	What messages are conveyed through ideas and information within texts?	Students investigate meaning communicated in texts. (see the curriculum)
Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	How can writing be used to communicate meaning?	Students create messages through the application of writing processes. (see the curriculum)
Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.	How do the functions of conventions support literacy development?	Students examine and apply use of grammar, spelling, and punctuation in oral and written language. (see the curriculum)

Across the year

- Sound work and letter work grow together: children manipulate sounds in spoken words at the same time as they connect those sounds to written letters, and both feed directly into reading fluency. [See the curriculum: 1, 2, 3.](#)
- Listening and speaking give children practice with language before they are asked to write it down, so oral storytelling supports written storytelling. [See the curriculum: 1, 2.](#)
- Vocabulary growth supports comprehension, since understanding what words mean helps children work out the message inside a text. [See the curriculum: 1, 2.](#)
- Conventions like grammar, spelling, and punctuation show up in both oral and written language, linking speaking and writing across the year. [See the curriculum.](#)
- Text organization and writing connect closely: children learn how messages are structured and then use that structure to build their own writing. [See the curriculum: 1, 2.](#)