NYSED 1st Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
1RF1	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).	1RF1: Demonstrate understanding of the organization and basic features of print. 1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. ~~Distinguish long from short vowel sounds in spoken single syllable words.~~ b. ~~Orally produce single syllable words by blending sounds (phonemes), including consonant blends.~~ c. ~~Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.~~ d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1RF2a: **Count, blend and segment single syllable words that include consonant blends.** 1RF2b: **Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.** 1RF2c: **Manipulate individual sounds (phonemes) in single -syllable spoken words.**
1RF3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the ~~spelling~~-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. ~~Know~~ final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. ~~Read words with inflectional endings.~~ g. Recognize and read ~~grade appropriate irregularly~~ spelled words.	1RF3: Know and apply phonics and word analysis skills in decoding words. 1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs **(e.g., sh, ch, th).** 1RF3b: **Decode** long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams). 1RF3c: Decode regularly spelled one-syllable words. 1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. 1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables. 1RF3f: **Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked).** 1RF3g: Read most **common high-frequency words by sight.**
1RF4	Read with sufficient accuracy and fluency to support comprehension. Read ~~grade level text~~ with purpose and understanding. a. Read ~~grade-level text~~ orally with	1RF4: Read **beginning reader texts, appropriate to individual student ability**, with sufficient accuracy and fluency to support comprehension.

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1RF4a: Read **beginning reader texts**, appropriate to **individual student ability**, orally with accuracy, appropriate rate, and expression on successive readings. 1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1R1	RL: Ask and answer questions about key details in a text. RI: Ask and answer questions about key details in a text.	1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)
1R2	RL: Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI: Identify the main topic and retell key details of a text.	1R2: Identify a main topic or idea in a text and retell important details. (RI&RL)
1R3	RL: Describe characters, settings, and major events in a story, using key details. RI: ~~Describe the connection between two~~ individuals, events, ideas, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
1R4	RL: Identify words and phrases in stories or poems that ~~suggest~~ feelings or appeal to the senses. RI: ~~Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.~~	1R4: Identify specific words that **express** feelings and senses. (RI&RL)
1R5	RL: ~~Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.~~ RI: ~~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.~~	1R5: **Identify a variety of genres and explain differences between literary texts and informational texts. (RI&RL)**
1R6	RL: ~~Identify who is telling the story at various points in a text.~~ RI: ~~Distinguish between information~~	1R6: **Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)**

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	~~provided by pictures or other illustrations and information provided by the words in a text.~~	
1R7	RL: Use illustrations and details in a story to describe its ~~characters, setting, or events.~~ RI: Use the illustrations and details in a text to describe ~~its key ideas~~	1R7: Use illustrations and details in literary and informational texts **to discuss story elements and/or topics**. (RI&RL)
1R8	RL: (Not applicable to literature) RI: Identify the ~~reasons~~ an author gives to support points in a text.	1R8: Identify **specific information** an author or illustrator gives that supports ideas in a text. (RI&RL)
1R9	~~RL: Compare and contrast the adventures and experiences of characters in stories.~~ ~~a. With prompting and support, students will make cultural connections to text and self.~~ ~~RI: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).~~	**Omitted. See 1R9 (2017 Standards) for connections between texts. 1R9:** Make connections between self and text (texts and other people/ world). (RI&RL)
1R10	RL: With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI: With prompting and support, read informational texts appropriately complex for grade 1.	**Please see the "Range of Student Reading Experiences for 1st Grade" section included in the introduction to the 1st Grade Standards.**
1R11	RL: Make connections between self, text, ~~and the world around them~~ (text, media, social interaction). RI: Not applicable to Reading for Information Standard	**1R9**: Make connections between self and text (texts and other people/ world). (RI&RL)
1W1	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.	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
1W2	Write informative/explanatory texts ~~in which they name a topic~~, supply some facts about the topic, and provide some sense of closure.	1W2: Write an informative/explanatory **text to introduce a topic**, supplying some facts to develop points, and provide some sense of closure.

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
1W3	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.~~	1W3: Write narratives which **recount real or imagined experiences** or events or a short sequence of events.
1W4	(Begins in grade 3)	**Please see the "Lifelong Practices of Writers." These Practices outline expectations for clear and coherent writing. Also see the section on "Production and Range of Writing" at the beginning of each grade level for more guidance.**
1W5	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.	
1W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
1W7	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).	**1W6**: **Develop questions** and participate in shared research **and explorations to answer questions and to build knowledge.**
1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**1W7**: Recall and represent relevant information from experiences or gather information from provided sources to answer a question **in a variety of ways.**
1W9	(Begins in grade 4)	**W5**: **Begins in Grade 4.**
1W10	(Begins in grade 3)	**Please see the "Lifelong Practices of Writers." These Practices outline expectations for clear and coherent writing. Also see the section on "Production and Range of Writing" at the beginning of each grade level for more guidance.**
1W11	Create and present a poem, dramatization, art work, or personal response to a ~~particular author~~ or theme studied in class, with support as needed.	**1W4**: Create a response to a text, author, theme or **personal experience** (e.g., poem, dramatization, art work, or other).

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
1SL1	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 with care, speaking one at a time 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. d. Seek to understand and communicate with individuals from different cultural backgrounds.	1SL1: Participate in collaborative conversations with **diverse** peers and adults (e.g., in small and large groups and during play). 1SL1a: Follow agreed-upon rules for discussions and **participate by** actively listening, taking turns, and staying on topic. 1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1SL1c: Ask questions to clear up any confusion about topics and texts under discussion. 1SL1d: **Consider individual differences when communicating with others.**
1SL2	~~Ask~~ and answer questions about key details in a text ~~read aloud or information presented orally or through other media.~~	1SL2: **Develop** and answer questions about key details **in diverse texts and formats.**
1SL3	~~Ask~~ and answer questions about what a speaker says ~~in order to gather additional information or clarify something that is not understood.~~	1SL3: **Develop** and answer questions to clarify what the speaker says **and identify a speaker's point of view.**
1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1SL4: Describe **familiar** people, places, things, and events with relevant details expressing ideas clearly.
1SL5	~~Add drawings~~ or ~~other~~ visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1SL5: **Create or utilize existing** visual displays to support descriptions to clarify ideas, thoughts, and feelings.
1SL6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 for specific expectations.)	1SL6: **Express thoughts, feelings, and ideas clearly,** using complete sentences when appropriate to task, situation, **and audience.**
1L1	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	

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	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). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
1L2	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 Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.**
1L3	(Begins in grade 2)	L3: Begins in grade 2
1L4	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. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words	1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 1L4a: Use sentence-level context as a clue to the meaning of a word or phrase. 1L4b: Use frequently occurring affixes as a clue to the meaning of a word. 1L4c: Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g.,

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	(e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	*looks, looked, looking*).
1L5	~~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. 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*). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 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.	1L5: Demonstrate understanding of word relationships and nuances in word meanings. 1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1L5b: 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). 1L5c: **Use words for identification and description**, making connections between words and their use (e.g., places at home that are *cozy*). 1L5d: 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.
1L6	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., *because*).	1L6: 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., *because*).