



Essential Standards Extended Guide

English Language Arts Grade 1

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize ELA standards into four groups:

- **Essential standards** are **explicitly taught, assessed more than once, and intervened upon** if students have not yet reached proficiency.
- **Supporting standards** are taught to support the learning of essential standards and may or may not be formally assessed.
- **Teacher Guidance standards** are core processes that should be used as guidance for teachers in the development and choice of instructional materials, unit design, and learning opportunities. An example of a learning opportunity would be infusing oral language into daily instruction, providing a rich oral language environment where students engage in meaningful and collaborative discussions, asking and answering questions, and making connections. These conversations help build foundational literacy skills by fostering vocabulary development, comprehension, and critical thinking, all of which support positive reading and writing outcomes.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

Given the skills-based nature of ELA, the standards can be grouped flexibly to meet student needs and support various instructional materials. To assist educators, the committees created a step-by-step process, outlined on page 7 of this document. This guide can help educators develop scope and sequence for their instructional time and district-specific courses and provide a starting point for building formative and summative assessments around the standards.

Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

1.RC.V.2: Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.

Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

1.VD.AV.3: With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.

1.RS.DR.2: Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.

1.ODC.OC.1: Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.FR.PA.2a: Distinguish long from short vowel sounds in spoken single-syllable words.

1.FR.PA.2d: Delete initial and final sounds in spoken single syllable words and say the resulting word.

1.FR.PA.2e: Segment and blend sequences of individual sounds in spoken single-syllable words.

1.FR.PH.3a: Know the spelling-sound correspondences for common consonant digraphs.

1.FR.PH.3b: Decode regularly spelled one-syllable words.

1.FR.PH.3c: Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).

1.FR.PH.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1.FR.PH.3e: Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.

1.FR.PH.3f: Decode two-syllable words following basic patterns by breaking the words into syllables.

1.FR.PH.3g: Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

1.FR.PH.3h: Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).

1.RC.RF.4: Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.

1.RC.L.5a: Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.

1.RC.NF.6a: Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.

1.VD.WB.2b: Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.

1.W.HWK.2: Print legibly and space words appropriately when writing a complete sentence.

1.GC.GU.1h: Produce and expand complete sentences in response to prompts.

1.GC.M.2a: Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.

1.GC.M.2c: Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".

1.GC.M.3a: Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.FR.PA.2: Demonstrate understanding of spoken words, syllables, and sounds.

1.FR.PA.2b: Orally produce single-syllable words by blending sounds, including consonant blends.

1.FR.PA.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

1.FR.PH.3: Use knowledge of grade-level phonics and word analysis skills in decoding words.

1.RC.TE.3: Ask and answer questions about key details in texts heard or read.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.RC.L.5: Use evidence from literature to demonstrate understanding of grade-level texts.

1.RC.L.5b: Describe the connection between characters, settings, and major events in stories heard, using key details.

1.RC.L.5c: Describe major differences between books that tell stories and books that give information.

1.RC.L.5d: Describe who is telling stories heard or read at various points in texts.

1.RC.L.5e: Compare and contrast the adventures or experiences of characters in stories heard.

1.RC.NF.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

1.RC.NF.6b: Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.

1.RC.NF.6c: Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.

1.RC.NF.6d: Identify the reasons authors give to support points in texts heard or read.

1.RC.NF.6e: Identify basic similarities in and differences between two texts heard or read on the same topic.

1.VD.WB.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

1.VD.WB.1a: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.VD.WB.1b: Use sentence-level context as a clue to the meaning of a word or phrase.

1.VD.WB.1c: Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.

1.VD.WB.1d: Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).

1.VD.WB.1e: Identify frequently encountered root words (e.g., help) and use the roots as clues to the meaning of the full word (e.g., helper, helpful).

1.VD.WB.1f: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).

1.VD.WB.2: With support, explore word relationships and nuances in word meanings.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.VD.WB.2a: Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).

1.VD.WB.2c: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.

1.VD.WB.2d: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RS.IP.1: With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.

1.W.RW.1: Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).

1.ODC.OC.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.ODC.OC.3: Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.

1.ODC.OC.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.GC.GU.1: Demonstrate command of the conventions English grammar and usage when writing and/or speaking.

1.GC.GU.1a: Use subject-verb agreement in simple sentences.

1.GC.GU.1b: Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).

1.GC.GU.1c: Form and use the simple verb tenses (past, present, and future) for regular verbs.

1.GC.GU.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

1.GC.GU.1e: Use frequently occurring adjectives.

1.GC.GU.1f: Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).

1.GC.GU.1g: Use frequently occurring prepositions (e.g., to, during, under, in, with, at).

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

1.GC.M.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

1.GC.M.2b: Use commas in dates and to separate single words in a series.

1.GC.M.3: Use knowledge of spelling in writing.

1.GC.M.3b: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit Planning with Standards

The Idaho Content Standards for English Language Arts have been grouped into four standard categories to acknowledge that the abundance of standards must be broken down for use in a classroom with students. This document provides guidance for educators to begin developing unit plans around the categorized standards.

Pre-Planning: Read through all the Teacher Guidance standards. These standards are necessary for teachers to consider and remember while completing the steps below.

Step	Description
Step 1	Begin by choosing 3-4 essential standards that can be grouped into a cohesive unit. You should choose these essential standards from different strands (writing, reading comprehension, research, oral and digital communication, vocabulary development, and grammar and conventions). You also need to consider the text(s) you have available or might use with your students to teach, support, practice, and assess these standards.
Step 2	Choose supporting standards. After identifying your essential standards, you should choose 2-3 supporting standards to use and potentially assess alongside your essential standards. When choosing these supporting standards, consider which ones might lend themselves to the work your students will do with the essential standards and what skills might be necessary to complete assessments. Remember, these standards may or may not be formally assessed in your classroom as you work through the unit.
Step 3	Create or find summative assessments for each essential standard. For every essential standard, you need to have a goal in mind and then work backward to meet that goal. Daily lessons and practice, formative assessments, and interventions should work towards these summative assessments of your essential standards. At this point, you should have 3-4 summative assessments that directly assess each of your essential standards.
Step 4	At this point, you should have 3-4 essential standards identified, 2-3 supporting standards identified, and 3-4 summative assessments tied to essential standards with potential connections to your supporting standards. You should now work to create formative assessments for all essential standards while using the supporting standards to help guide students and their learning. Consider creating/finding formative assessments that will lead to or practice the same types of work as your summative assessment. What might your students need to try and receive feedback on from your essential standards before they reach their summative assessment?

Step	Description
Step 5	Identify which additional standards you will use when/if there is time or need in your unit. These should be standards that might extend or enhance the grouping of standards and assessments you have already identified. Consider what blends well with the type of assessment you have created/found and what might benefit your students from learning once they are proficient with your essential and supporting standards.

Sample Unit Outline 1

Essential Standards	Supporting Standards	Teacher Guidance/Additional Standards
<ul style="list-style-type: none"> • 1.RC.NF.6a • 1.GC.GU.1h • 1.GC.M.3a 	<ul style="list-style-type: none"> • 1.ODC.OC.2 • 1.RC.NF.6d • 1.GC.M.3b 	<ul style="list-style-type: none"> • 1.ODC.OC.1 • 1.VD.AV.3

Potential Assessment(s)
<ul style="list-style-type: none"> • 1.RC.NF.6a: (1) Oral retelling of the story with focus on key details. • 1.GC.GU.1h: Complete a story map or draw a picture and write a sentence about the key details. • 1.GC.M.3a: Complete a story map or draw a picture and write a sentence about the key details.

Rationale
<p>This grouping supports both oral and written language development by using nonfiction texts as an anchor. Nonfiction texts introduce students to domain-specific and content-rich vocabulary, expanding their vocabulary base in areas such as science, social studies, and other subjects. The unit emphasizes the retelling of key details through oral responses, picture drawing, and/or sentence writing, while focusing on students using known spelling patterns and phonetically correct attempts at unfamiliar words to produce complete sentences. Research by Linnea Ehri (2000) highlights how practicing both conventional and phonetic spelling strengthens phoneme-grapheme connections, enhancing spelling accuracy and reading fluency. Together, these elements create a literacy rich experience that prepares students for academic success across content areas.</p>

For Questions Contact

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