

ESSENTIAL ELEMENTS FOR GRADE 1: ENGLISH LANGUAGE ARTS

For all Target Grade 1 Essential Elements, the Michigan Range of Complexity is not measured at the state level; range of complexity is determined at the classroom level.

****Claim #1: Students can comprehend text in increasingly complex ways.**

Accessing Narrative Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: RL.1.1: Ask and answer questions about key details in a text.			
EE.RL.1.1: Identify details in familiar stories.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
EE.RL.1.2: With guidance and support, recount major events in familiar stories.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.3: Describe characters, settings, and major events in a story, using key details.			
EE.RL.1.3: Identify characters and settings in a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
EE.RL.1.4: With guidance and support, identify sensory or feeling words in a familiar story.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			
EE.RL.1.5: With guidance and support, identify a text as telling a story.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.6: Identify who is telling the story at various points in a text.			
EE.RL.1.6: With guidance and support, identify a speaker within a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.			
EE.RL.1.7: Identify illustrations or objects/tactual information that go with a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.9: Compare and contrast the adventures and experiences of characters in stories.			
EE.RL.1.9: With guidance and support identify adventures or experiences of characters in a story as same or different.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.			
EE.RL.1.10: With guidance and support, actively engage in shared reading for a clearly stated purpose.	Locally determined	Locally determined	Locally determined

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: RI.1.1: Ask and answer questions about key details in a text.			
EE.RI.1.1: Identify details in familiar text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.2: Identify the main topic and retell key details of a text.			
EE.RI.1.2: With guidance and support, identify details related to the topic of a text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
EE.RI.1.3: Identify individuals, events, or details in a familiar informational text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
EE.RI.1.4: With guidance and support, ask a reader to clarify the meaning of a word in a text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.5: 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.			
EE.RI.1.5: Locate the front cover, back cover, and title page of a book.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
EE.RI.1.6: Distinguish between words and illustrations in a text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.7: Use the illustrations and details in a text to describe its key ideas.			
EE.RI.1.7: Identify illustrations or objects/tactical information that go with a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.8: Identify the reasons an author gives to support points in a text.			
EE.RI.1.8: Identify points the author makes in a familiar informational text.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
EE.RI.1.9: With guidance and support, match similar parts of two familiar texts on the same topic.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: RI.1.10: With prompting and support read informational texts appropriately complex for grade 1.			
EE.RI.1.10: Actively engage in shared reading of informational text.	Locally determined	Locally determined	Locally determined

Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 1 Standard for ELA: RF.1.1: 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).</p>			
<p>EE.RF.1.1.a: Demonstrate emerging understanding of the organization of print: Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 1 Standard for ELA: RF.1.2: 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 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).</p>			
<p>EE.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize rhyming words. B. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. C. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. D. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 1 Standard for ELA: RF.1.3: 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.</p>			
<p>EE.RF.1.3: Demonstrate emerging letter and word identification skills. A. Identify upper case letters of the alphabet. B. With guidance and support, recognize familiar words that are used in every day routines.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 1 Standard for ELA: RF.1.4: Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>EE.RF.1.4: Begin to attend to words in print. A. Engage in sustained, independent study of books. B. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</p>	Locally determined	Locally determined	Locally determined

Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 1 Standard for ELA: L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, 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 (<i>e.g., look</i>) and their inflectional forms (<i>e.g., looks, looked, looking</i>).</p>			
<p>EE.L.1.4.a: Demonstrate emerging knowledge of word meanings: Demonstrate understanding of words used in every day routines.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 1 Standard for ELA: L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. A. Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent. B. Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>). C. Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>). D. Distinguish shades of meaning among verbs differing in manner (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (<i>e.g., large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>			
<p>EE.L.1.5: Demonstrate emerging understanding of word relationships. A. With guidance and support, sort common objects into familiar categories. B. With guidance and support, identify attributes of familiar words. C. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.</p>	Locally determined	Locally determined	Locally determined

****Claim #2: Students can produce writing for a range of purposes and audiences.**

Writing: Text Types and Purposes

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: W.1.1: 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.			
EE.W.1.1: Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: 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.			
EE.W.1.2: Select a familiar topic and use drawing, dictating, or writing to share information about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: 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.			
EE.W.1.3: Select an event and use drawing, dictating, or writing to share information about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: 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.			
EE.W.1.5: With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
EE.W.1.8: With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	Locally determined	Locally determined	Locally determined

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 1 Standard for ELA: L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.</p>			
<p>EE.L.1.1.a: Demonstrate emerging understanding of letter and word use: Write letters from own name.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 1 Standard for ELA: L.1.2: 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.</p>			
<p>EE.L.1.2: Demonstrate emerging understanding of conventions of Standard English. B. With guidance and support during shared writing, put a period at the end of a sentence. D. With guidance and support, use letters to create words. E. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.</p>	Locally determined	Locally determined	Locally determined

****Claim #3: Students can communicate for a range of purposes and audiences.**

Speaking and Listening

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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.			
EE.SL.1.1: Participate in conversations with adults. A. Engage in multiple-turn exchanges with supportive adults. B. Build on comments or topics initiated by an adult. C. Use one or two words to ask questions related to personally relevant topics.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
EE.SL.1.2: During shared reading activities, answer questions about details presented orally or through other media.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: 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.			
EE.SL.1.3: Communicate confusion or lack of understanding ("I don't know.").	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
EE.SL.1.4: Identify familiar people, places, things, and events.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: SL.1.6: Produce complete sentences when appropriate to task and situation.			
EE.SL.1.6: With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	Locally determined	Locally determined	Locally determined

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 1 Standard for ELA: L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences (<i>e.g., He hops; We hop</i>). D. Use personal, possessive, and indefinite pronouns (<i>e.g., I, me, my; they, them, their; anyone, everything</i>). E. Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because</i>). H. Use determiners (<i>e.g., articles, demonstratives</i>). I. Use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>). J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>			
<p>EE.L.1.1: Demonstrate emerging understanding of letter and word use. B. Use frequently occurring nouns in communication. C. Use frequently occurring plural nouns in communication. D. With guidance and support, use familiar personal pronouns (<i>e.g., I, me, and you</i>). E. Use familiar present tense verbs. F. With guidance and support, use familiar frequently occurring adjectives (<i>e.g., big, hot</i>). I. With guidance and support, use common prepositions (<i>e.g., on, off, in, out</i>). J. With guidance and support, use simple question words (interrogatives) (<i>e.g., who, what</i>).</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 1 Standard for ELA: L.1.6: 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 (<i>e.g., because</i>).</p>			
<p>EE.L.1.6: With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>	Locally determined	Locally determined	Locally determined

****Claim #4: Students can investigate topics and present information.**

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 1 Standard for ELA: W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
EE.W.1.6: With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: 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).			
EE.W.1.7: With guidance and support, participate in shared research and writing projects.	Locally determined	Locally determined	Locally determined
Michigan Grade 1 Standard for ELA: SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
EE.SL.1.5: Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	Locally determined	Locally determined	Locally determined

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.