



English Language Arts and Literacy Standards

Grade 1

Adopted by the State Board of Education on June 18, 2026

VERSION 2026.1



OREGON
DEPARTMENT OF
EDUCATION



Table of Contents

Introduction.....	2
Introduction to the 2026 K-12 English Language Arts Literacy Standards	4
Grade 1.....	5
Grade 1 Reading Foundational Skills (ELA.1.RF).....	5
Grade 1 Reading Literature / Informational Text (ELA.1.RL / ELA.1.RI)	6
Grade 1 Writing (ELA.1.W)	8
Grade 1 Language (ELA.1.L).....	9
Grade 1 Speaking and Listening (ELA.1.SL).....	10



Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 1

Grade 1 Reading Foundational Skills (ELA.1.RF)

Print Concepts

ELA.1.RF.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.

- a. Recognize the distinguishing features of a sentence.

Phonological Awareness

ELA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending up to six phonemes, including consonant blends.
- c. Isolate and pronounce the initial, medial vowel, and final phonemes in single-syllable spoken words.
- d. Segment single-syllable spoken words into their complete sequence of individual phonemes (up to six phonemes).

Phonics and Word Recognition

ELA.1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode and encode 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 and encode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read irregularly spelled words.

Fluency

ELA.1.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 Reading Literature / Informational Text (ELA.1.RL / ELA.1.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.1.RL.1 Ask and answer explicit questions about key ideas and details in a text and make and support logical inferences to construct meaning from the text.	ELA.1.RI.1 Ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.
ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the author's central message, lesson learned, and/or moral.	ELA.1.RI.2 Identify the main topic and retell key details of a text to demonstrate understanding of the central idea of a text.
ELA.1.RL.3 Describe characters, settings, and major events in a story, using key details to make meaning of the story development.	ELA.1.RI.3 Describe the connection between individuals, events, ideas, or pieces of information over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses to construct meaning.	ELA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
ELA.1.RL.5 Explain major differences between books that tell stories and books that give information, including but not limited to linear, nonlinear, and circular structures, drawing on a wide reading of a range of text types.	ELA.1.RI.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus, and icons, to locate key facts or information in a text.

Reading Literature	Reading Informational
ELA.1.RL.6 Identify who is telling the story at various points in a text.	ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	ELA.1.RI.7 Use the visuals, illustrations, and details in a text to describe its key ideas.
ELA.1.RL.8 (Not applicable to literature)	ELA.1.RI.8 Identify the reasons an author gives to support points in a text.
ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	ELA.1.RI.9 Identify basic similarities in and differences between two or more texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.1.RL.10 With prompting and support, flexibly use a variety of decoding and comprehension strategies to make sense of grade-level appropriate, complex literary texts.	ELA.1.RI.10 With prompting and support, flexibly use a variety of decoding and comprehension strategies to read and understand informational texts appropriately complex for grade 1.

Grade 1 Writing (ELA.1.W)

Text Types and Purposes

- ELA.1.W.1 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose opinion pieces; state the topic and an opinion, and supply reasons for the opinion.
- Introduce the topic.
 - Provide reasons with details to support the opinion.
 - Use grade-appropriate transitions to develop text structure across ideas.
 - Provide a conclusion.
- ELA.1.W.2 With scaffolded guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts to establish a topic, and supply some facts about the topic.
- Introduce the topic.
 - Supply information with detail to develop the topic.
 - Use grade-appropriate conjunctions to develop text structure within sentences.
 - Use grade-appropriate transitions to develop text structure across ideas.
 - Provide a conclusion.
- ELA.1.W.3 With scaffolded guidance and support, use a combination of drawing, dictating, and writing, to compose narratives to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details, and clear sequences.
- Recount a single event or multiple events, memories, or ideas.
 - Include details which describe actions, thoughts, and emotions.
 - Use temporal words and phrases to signal order.
 - Provide a conclusion.

Production and Distribution of Writing

- ELA.1.W.4 (Begins in grade 3)
- ELA.1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- ELA.1.W.6 With scaffolded guidance and support, use digital tools and handwriting to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- ELA.1.W.7 Participate in shared research and writing projects.
- ELA.1.W.8 With scaffolded guidance and support, gather information from experiences or gather information from provided sources to answer a question.

ELA.1.W.9 (Begins in grade 4)

Range of Writing

ELA.1.W.10 (Begins in grade 3)

Grade 1 Language (ELA.1.L)

Conventions of Standard English

ELA.1.L.1 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.
- d. Use personal, possessive, and indefinite pronouns.
- e. Use verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions.
- h. Use determiners.
- i. Use frequently occurring prepositions.
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

ELA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize proper nouns, including but not limited to dates and names of people.
- b. Demonstrate appropriate use of end punctuation.
- c. Produce and write 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.

Knowledge of Language

ELA.1.L.3 (Begins in grade 2)

Vocabulary Acquisition and Use

ELA.1.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Identify common affixes and how they change the meaning of a word.

- c. Identify frequently occurring root words and their inflectional forms.

ELA.1.L.5 With scaffolded guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories to gain a sense of the concepts and the categories they represent.
- b. Define words by category and by one or more key attributes.
- c. Identify real-life connections between words and their use, relating them to their synonyms and antonyms.
- d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

ELA.1.L.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.

Grade 1 Speaking and Listening (ELA.1.SL)

Comprehension and Collaboration

ELA.1.SL.1 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.
- b. Stay on topic and 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.

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

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

Presentation of Knowledge and Ideas

ELA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELA.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELA.1.SL.6 Speak in complete sentences when appropriate to the task and situation.