

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.

1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.

1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.1.R.4 Students will restate and follow simple two-step directions.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.

1.1.W.2 Students will work respectfully in groups.

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

- 1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).
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- 1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.
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- 1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.
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- 1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).
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- 1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).
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- 1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., "add /g/ to the beginning of low to say 'glow;' "remove the /idge/ from 'bridge,' to say 'br;' "change the /ar/ in 'charm' to /u/ to say 'chum').

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

- 1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.
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- 1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).

Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:

- single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)
- consonant blends (e.g., bl, br, cr)
- consonant digraphs and trigraphs (e.g., sh-, -tch)
- vowel sounds:
 - long
 - short
- r-controlled vowels (e.g., ar, er, ir or, ur)
- vowel spelling patterns:
 - vowel digraphs (e.g., ea, oa, ee)
 - vowel-consonant-silent-e (e.g., lake)

1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:

- most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled)
- inflectional endings (e.g., -s, -ed, -ing)
- compound words
- contractions

1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.

1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.

1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.

1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.

1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.

1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.

1.3.R.2 Students will describe who is telling the story (i.e., point of view).

1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting (i.e., time, place)
- plot
- main characters and their traits in a story

1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.

1.3.R.5 Students will begin to locate facts that are clearly stated in a text.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

1.3.W.1 **NARRATIVE**
Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.

1.3.W.2 **INFORMATIVE**
Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.

1.3.W.3 **OPINION**
Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.

1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.

1.4.R.4 Students will name and sort words into categories based on common attributes.

1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.

1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun "I."

1.5.R.2 Students will recognize verbs as actions.

1.5.R.3 Students will recognize color and number adjectives.

1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.

1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

1.5.W.1 Students will capitalize:

- the first letter of a sentence
- proper names
- months and days of the week

1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.

1.6.W.1 Students will generate questions about topics of interest.

1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.

1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.

1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.

1.6.W.3 Students will make informal presentations of information gathered.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

1.7.R.1 Students will use provided print and digital resources with guidance and support.

1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.