

# Grade One

Students who enter first grade from kindergarten continue phonological development, making major growth in learning to read. They develop more advanced phonics skills and begin to build a bank of sight words. First graders continue to learn as their ability to read grows. They read, listen to, and discuss more complex stories, and they begin to make connections between what they read and hear and the experiences of their lives. They begin to monitor and self-correct their reading.

First graders also continue to produce text through speaking and writing. They make major developments in writing, learning to write a story that shows focus and organization. First graders begin to use the writing process to plan and produce their writing experiences. They continue to use drawings to illustrate their stories.

The conventions of language gain importance to first graders as they begin to have a desire for neatness and correctness. They learn to expand sentences and recognize paragraphs, and they begin to learn the rules of language and spelling. First graders expand their listening and speaking vocabularies by reading and hearing a wide variety of texts. They show evidence of expanding their language repertoire, including increasing the appropriate use of more formal language registers. First graders are moving towards mastery of language use in order to read and write both for information and pleasure.

## Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

### CONCEPTS OF PRINT

**ELA1R1 The student demonstrates knowledge of concepts of print. The student**

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

### PHONOLOGICAL AWARENESS

**ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student**

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

### PHONICS

**ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student**

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.
- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.

- f. Reads words containing vowel digraphs and *r*-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

## FLUENCY

### **ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student**

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- d. Reads first-grade text at a target rate of 60 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

## VOCABULARY

### **ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student**

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.
- c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

## COMPREHENSION

### **ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.
- j. Identifies word parts to determine meanings.
- k. Begins to use dictionary and glossary skills to determine word meanings.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

## Writing

The student begins to write clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process. The student's writing begins to reflect the conventions of written English.

### **ELA1W1 The student begins to demonstrate competency in the writing process. The student**

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

## Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

### **ELA1LSV1 The student uses oral and visual strategies to communicate. The student**

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

