

English Language Arts: Grade 1

During the first-grade year, students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. They sound out more complex vocabulary and comprehend the meanings of those words. They read fluently, orally and silently, a variety of grade-level-appropriate classic and contemporary literature, folktales, and nonfiction books on subjects of interest, alphabet books, and beginner's dictionaries. They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write compositions and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Strand: **1E1: Reading**

Standard: **1E1a: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (such as -s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: **Concepts about Print**

1E1a.1: Match oral words to printed words.

1E1a.2: Identify letters, words, and sentences.

1E1a.3: Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Component: **Phonemic Awareness**

1E1a.4: Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

Example: Tell the sound that comes at the beginning of the word “sun;” tell the sound that comes at the end of the word “cloud;” tell the sound that comes in the middle of the word “boat.”

1E1a.5: Recognize different vowel sounds in orally stated single-syllable words.

Example: Say the sound that is in the middle of the word “bit;” say the sound that is in the middle of the word “bite;” tell whether this is the same sound or a different sound.

1E1a.6: Recognize that vowels' sounds can be represented by different letters.

1E1a.7: Create and state a series of rhyming words.

1E1a.8: Add, delete, or change sounds to change words.

Example: Tell what letter you would have to change to make the word “cow” into the word “how.” Tell what letter you would have to change to make the word “pan” into “an.”

1E1a.9: Blend two to four phonemes (sounds) into recognizable words.

Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.

Component: **Decoding and Word Recognition**

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1E1a.10: Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*) and blend those sounds into recognizable words.

1E1a.11: Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols from the colors, shapes, logos, and letters on the signs or symbols.

1E1a.12: Read common sight words (*words that are often seen and heard*).

1E1a.13: Use phonic and context clues as self-correction strategies when reading.

1E1a.14: Read words by using knowledge of vowel digraphs (*two vowels that make one sound such as the ea in eat*) and knowledge of how vowels sounds change when followed by the letter r (*such as the ea in the word ear*).

Example: Correctly read aloud the vowel sounds made in words such as “ear,” “eat,” “near,” “their,” or “wear.”

1E1a.15: Read common word patterns (*such as -ite, -ate*).

Example: Read words such as “gate,” “late,” and “kite.”

Component: ***Accuracy and Fluency***

1E1a.16: Read aloud smoothly and easily in familiar text.

1E1a.17: Read aloud independently unfamiliar guided reading level I books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.

1E1a.18: Use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Example: Fluent readers may pause occasionally to work out difficult passages. (Such pauses provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency).

Component: ***Vocabulary and Concept Development***

1E1a.19: Read and understand simple compound words (*such as birthday, anything*) and contractions (*such as isn’t, aren’t, can’t, won’t*).

1E1a.20: Read and understand root words and their inflectional forms (*such as look: looks, looked, looking*).

Example: Recognize that the “s” added to the end of “chair” makes it mean more than one chair. Recognize that adding “ed” to the end of “jump” makes it mean jumping that happened in the past.

1E1a.21: Classify categories of words.

Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.

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Standard:	1E1b: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginner's dictionaries.</i>
Component:	Structural Features of Informational and Technical Materials 1E1b.1: Identify the title, author, illustrator, and table of contents of a reading selection. 1E1b.2: Identify text that uses sequence or other logical order. <i>Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <u>The Bird Table</u> by Pauline Cartwright.</i>
Component:	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text 1E1b.3: Respond to who, what, when where, why, and how questions and recognize the main idea of what is read. <i>Example: After reading or listening to a science book such as <u>Gator or Croc</u> by Allan Fowler, students answer questions about reptiles and discuss the main idea.</i> 1E1b.4: Follow one-step written instructions. 1E1b.5: Use context (<i>the meaning of surrounding text</i>) to understand word and sentence meanings. 1E1b.6: Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (<i>signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so</i>). <i>Example: After reading a book on bats such as <u>Bats: Creatures of the Night</u> discuss what words give clues about predicting where bats could be found or how they locate food.</i> 1E1b.7: Relate prior knowledge to what is read. <i>Example: Before reading books, such as <u>How Much Is a Million</u> by David Schwartz, discuss students' estimates of large quantities.</i>

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- Standard:** **1E1c: Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of children's literature. At grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.
- Component:** **Analysis of Grade-Level-Appropriate Literary Text**
- 1E1c.1:** Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
Example: Read a story, such as Arthur's Prize Reader by Lillian Hoban. Retell the story, including descriptions of characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.
- 1E1c.2:** Describe the roles of authors and illustrators.
Example: Read a book, such as The Very Hungry Caterpillar by Eric Carle or Where the Wild Things Are by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator and discuss how the pictures help to tell the story.
- 1E1c.3:** Confirm predictions about what will happen next in a story.
Example: Read part of a story, such as The Musicians of Bremen: A Tale from Germany by Jane Yolen, and tell what might happen next and how the story might end.
- 1E1c.4:** Distinguish fantasy from reality.
- 1E1c.5:** Understand what is read by responding to questions (such as who, what, when, where, why, and how).
- Strand:** **1E2: Writing**
- Standard:** **1E2a: Processes and Features**
Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.
- Component:** **Organization and Focus**
- 1E2a.1:** Discuss ideas and select a focus for group stories or other writing.
- 1E2a.2:** Use graphic organizers to plan writing.
- Component:** **Research Process and Technology**
- 1E2a.3:** Begin asking questions to guide topic selection and ask "how" and "why" questions about a topic of interest.
- 1E2a.4:** Identify a variety of sources of information (such as books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).
- 1E2a.5:** Organize and classify information by constructing categories on the basis of observation.

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Component:	Evaluation and Revision
1E2a.6:	Revise writing for others to read.
Standard:	1E2b: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 1E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>
Component:	Writing Application
1E2b.1:	Write brief narratives (<i>stories</i>) describing an experience. <i>Example: Write a short story entitled “My Friend”, describing an experience with a friend that is real or imagined.</i>
1E2b.2:	Write brief expository (<i>informational</i>) descriptions of a real object, person, place, or event, using sensory details. <i>Example: Write a description of a family member, a pet, or a favorite toy (include enough detail so that the reader can picture the person, animal, or object.)</i>
1E2b.3:	Write simple rhymes.
1E2b.4:	Use descriptive words when writing. <i>Example: Use varied words to describe events, people, and places such as describing a day as a “sunny day” or “cloudy day.”</i>
1E2b.5:	Create grade-level-appropriate writings for different purposes and to a specific audience or person. <i>Example: Write a thank-you note to the store manager after a field trip to the local supermarket.</i>
Standard:	1E2c: English Language Conventions <i>Students write using Standard English conventions appropriate to the 1st grade level.</i>
Component:	Handwriting
1E2c.1:	Print legibly and space letters, words, and sentences appropriately.
Component:	Sentence Structure
1E2c.2:	Write in complete sentences.
Component:	Grammar
1E2c.3:	Identify and correctly use singular and plural nouns (<i>such as dog/dogs</i>).
1E2c.4:	Identify and correctly use contractions (<i>such as isn’t, aren’t, can’t</i>).
1E2c.5:	Identify and correctly write possessive nouns (<i>such as cat’s meow, girls’ dresses</i>) and possessive pronouns (<i>such as my/mine, his/hers</i>).

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- Component:** **Punctuation**
1E2c.6: Correctly use periods (*such as I am five.*), exclamation points (*such as Help!*), and question marks (*such as How old are you?*) at the end of sentences.
- Component:** **Capitalization**
1E2c.7: Capitalize the first word of a sentence, names of people, and the pronoun I.
- Component:** **Spelling**
1E2c.8: Spell correctly three- and four-letter words (*such as can, will*) and grade-level-appropriate sight words (*such as red, fish*).
- Strand:** **1E3: Listening and Speaking**
- Standard:** **1E3a: Skills and Strategies**
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).
- Component:** **Comprehension**
1E3a.1: Listen attentively (*pay attention to spoken and non-spoken messages*) and focus on (*give attention to*) the speaker.
1E3a.2: Ask questions for clarification and understanding.
1E3a.3: Restate, give and follow simple two step directions.
- Component:** **Organization and Delivery of Oral Communication**
1E3a.4: Stay on the topic when speaking.
1E3a.5: Use descriptive detail when speaking about people, places, things, and events.
- Standard:** **1E3b: Applications**
Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:** **Speaking Applications**
1E3b.1: Recite poems, rhymes, songs, and stories.
1E3b.2: Retell stories using basic story grammar (*the main character, his/her problem, his/her attempts to solve the problem, and the chain of events that lead to a resolution*) and relating the sequence of story events by answering "who, what, when, where, why and how" questions.
1E3b.3: Relate an important life event or personal experience in a simple sequence.