

***Pike County School District
Standards Mastery Document***

1st Grade Reading and Writing
Revised 2019



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1st Grade Reading and Writing

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Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature grade 1

KEY IDEAS AND DETAILS	
RL.1.1	With Prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.
RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
CRAFT and structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but limited to linear, nonlinear and circular structures.
RL.1.6	With prompting and support, identify who is telling the story at various points in text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.1.7	Use a story’s illustrations and details to describe its characters, setting and events.
RL.1.8	(Not applicable to literature)
RL.1.9	Compare/contrast the adventures and experiences of the characters in the stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RL.1.1. – With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Key details➤ Ask questions➤ inferences	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions about key details.➤ Formulate inferences from the text	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately ask and answer questions about key ideas and details from the text and formulate inferences to construct meaning.</p>
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Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RL.1.2. With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.

<p>Know: <i>at content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Retell/summarize ➤ Key details 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Retell/summarize stories’ lesson and /or moral and authors message ➤ Identify key details ➤ Identify central message 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately retell/summarize stories and key details and demonstrate an understanding of the central message, stories’ lesson and /or moral and author’s message.</p>
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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details in order to make meaning of the story development.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Characters➤ Settings➤ Major events➤ Key details	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe characters➤ Describe settings➤ Describe major events➤ Use key details	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will describe characters, settings, and major events in a story, using key details to make meaning of the story development.</p>
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Guiding Principle 4: **Students will** interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses **in order to construct meaning.**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Senses➤ Difference between stories and poems	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify words and phrases that suggest feelings.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
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Guiding Principle 5: Students will analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.

Standard: **RL.1.5.** Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Differences among poems, linear and nonlinear stories and dramas.➤ Beginning, Middle, ending/ story plot	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Explain major among poems, linear and nonlinear stories and dramas.➤ Identify Beginning, Middle, ending/ story plot	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will explain the differences among poems, linear and nonlinear stories and dramas, by utilizing Beginning, Middle, ending/ story plot and structure of the text.</p>
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Notes: Linear Plot Structure

A linear plot consist of a series of events that have a clear beginning, middle and end. The story unfolds in a chronological order, which means they are told in the order they happened.

Non-linear plot structures present the events of a story in a non-chronological order.

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Guiding Principle 6: Students will assess how point of view, perspective and purpose shapes the content and style of a text.

Standard: **RL.1.6.** With prompting and support, identify who is telling the story at various points in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Who is telling the story (storyteller)</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Identify who is telling the story at various points in a text.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will identify who is telling the story at various points in a text.</p>
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Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RL.1.7. Use a story's illustrations and details in a story to describe its characters, settings, or events.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Illustrations➤ Key details➤ Characters➤ Settings➤ Events	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Use illustrations and details to describe the characters, setting, or events.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events.</p>
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RL.1.8 not applicable to literature

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Guiding Principle 9: Student will analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Standard: RL. 1.9. Compare and contrast the adventures and experiences of characters in stories.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Compare➤ Contrast➤ Characters	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Compare and contrast the experiences and adventures of characters in stories.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will compare and contrast the experiences and adventures of characters in stories.</p>
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Guiding Principle 10: Students will read and comprehend complex literacy and informational texts independently and proficiently.

Standard: RL.1.10. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literacy texts.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Comprehension strategies 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use appropriate strategies to read grade level text 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will utilize grade level appropriate reading strategies to understand text.</p>
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Reading Standards for Informational Text- Grade 1

KEY IDEAS AND DETAILS	
RI.1.1	With Prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information an over the course of a text.
CRAFT and structure	
RI.1.4	Ask and answers to help determine or clarify the meaning of words and phrases in a grade-level text.
RI.1.5	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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.1.9	Identify information from two or more texts on similar themes or topics.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard: RI.1.1. With prompting and support, ask and answer explicit questions about key concepts and details, and make support logical inferences to construct meaning from text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Key details➤ Ask questions➤ inferences	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions about key details.➤ Formulate inferences from the text	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately ask and answer questions about key ideas and details from the text and formulate inferences to construct meaning.</p>
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Reading Informational Text

Guiding Principle 2: Students will analyze how and why individuals, events, and ideas develop and interact over the course identify the main topic and retell key details of a text.

Standard: RI.1.2. With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to retell/summarize➤ Identify key details	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Retell/summarize key details of a text➤ Identify key details➤ Identify central idea	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will identify the central idea and retell key details of a text.</p>
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Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RI.1.3. With prompting and support, identify the connection between individuals, events ideas, or pieces of information over the course of a text.

<p>Know – <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to describe➤ Make connections	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
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Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RI. 1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a **grade-level** text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Ask questions➤ Answer questions	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions to help determine or clarify the meaning of words and phrases in the grade-level text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.</p>
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Guiding Principle 5: Students will analyze the structure of texts including how specific sentences, paragraphs and larger portions of the relate to each other and the whole.

Standard: RI.1.5. Know and use various text features, including but not limited to headings, table of contents, glossaries, cations, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Text features➤ Headings➤ Tables of contents➤ Glossaries➤ Electronic menus➤ Icons	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Know and use text features to locate key facts or information in a text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will 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.</p>
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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shapes the content and style of a text.

Standard: RI. 1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify differences➤ Illustrations➤ Textual information	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Distinguish between visual and textual information.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>
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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI. 1.7. Use the illustrations and details in a text to describe its key ideas.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Illustrations➤ Details➤ Key ideas	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Use the illustrations and details in a text to describe its key ideas.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will use the illustrations and details in a text to describe its key ideas.</p>
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Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RI. 1.8. Identify the claim and the reason an author gives to support claims in a text.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify➤ Author➤ Support	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the claim and the reason an author gives to support claims in a text.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will identify claim and the reason an author gives to support claims in a text.</p>
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Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Standard: RI. 1.9. Identify information from two or more texts on similar themes or topics.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify➤ Compare➤ Contrast➤ Illustrations➤ Descriptions➤ Procedures	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify basic similarities and differences between two texts on the same topic.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p>
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Reading Informational Text

Guiding Principle 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: RI. 1.10. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Comprehension strategies</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Use appropriate strategies to read grade level text</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will utilize grade level appropriate reading strategies to understand text.</p>
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Print Concepts	
RF.1.1	Recognize the distinguishing features of sentence including first word, capitalization, spacing an ending punctuation
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2.A- Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.C – Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes)
Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.A- Know the spelling-sounds correspondences for common consonant digraphs. RF.1.3.B- Decode regularly spelled one-syllable words. RF.1.3.C- Know final –e and common vowel team conventions for representing long vowel sounds. RF.1.3.D- Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.E- With adult support, decode two-syllable words by breaking the words into syllables. RF.1.3.F- Read words with inflectional endings. RF.1.3.G- Recognize and read grade-appropriate irregularly spelled words.
Phonics and Word Recognition	
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension RF.1.4.A. - Read on-level text with purpose and understanding. RF.1.4.B.- Orally read on-level text fluently on successive readings. RF.1.4.C. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Reading Foundations

Standard: RF. 1.1 Recognize the distinguishing features of sentence including first word, capitalization, spacing an ending punctuation

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Basic features of print➤ The first word of every sentence begins with a capital letter➤ Sentences are made up of words➤ A Sentence has ending punctuation➤ The 3 types of ending punctuation	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the basic features of print➤ Identify capital letter➤ Use a capital letter at the beginning of a sentences.➤ Identify that sentences are made up of words.➤ Identify that a sentence has ending punctuation.➤ Identify and use the 3 types of ending punctuation.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate an understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
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Standard: 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 -**Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes)**

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Difference between long and short vowel sounds. ➤ How to blend sounds including consonant blends. ➤ Initial, medial vowel, and final sounds ➤ Individual sounds 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Distinguish long from short vowel sounds spoken in single syllable words. ➤ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ➤ Pronounce initial, medial vowel, and final sounds in spoken single-syllable words. ➤ Segment single-syllable words into complete sequence of individual sounds. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will demonstrate an understanding of spoken words, syllables, and sounds (phonemes) by distinguishing long from short vowel sounds in spoken words. ➤ Students orally produce single-syllable words by blending sounds (phonemes) including consonant blends. ➤ Students will isolate and pronounce initial, medial vowel, and final vowel sounds in spoken single words. ➤ Students will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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Standard: 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- **Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**
- e- **With adult support, decode two-syllable words by breaking the words into syllables.**
- f- Read words with inflectional endings.
- g- Recognize and read grade-appropriate irregularly spelled words.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Grade-level phonics and word analysis skills in decoding words ➤ Identify common consonant digraphs and the sound produced by that consonant digraph ➤ Identify regularly spelled one syllable words ➤ Describe the rules for final –e and vowel teams that form long vowel sounds ➤ Identify that words have syllables ➤ Identify that each syllable contains a vowel ➤ Identify the number of syllables in printed words ➤ Determine the syllable parts of a two syllable word ➤ Identify basic patterns to break words into syllables (cvvc, c/vc, etc....). 	<ul style="list-style-type: none"> ➤ Decode regularly spelled one syllable words ➤ Recognize common consonant digraphs and demonstrate the sound produced by that consonant digraph. ➤ Apply the rules for final –e and vowel teams that form long vowel sounds. ➤ Identify the syllables of each word. ➤ Recognize the number of syllables in printed words and that each syllable contains a vowel. ➤ Determine the syllable parts of a two syllable word. ➤ Apply the basic patterns to break words into syllables. ➤ Read two syllable words by using decoding and/or syllabication skills. 	<ul style="list-style-type: none"> ➤ When beginning to read students will know and apply grade-level phonics and word analysis skills in decoding words. ➤ Students will know the spelling sounds correspondences for common consonant digraphs. ➤ Students will be able to apply the final –e and common vowel team conventions for using long vowel sounds. ➤ Students will identify and count the syllables based on vowel patterns. ➤ Students will decode two-syllable words following basic patterns by breaking the words into syllables. ➤ Students will read words with inflectional endings.

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<ul style="list-style-type: none">➤ Identify two syllable words by using decoding and/or syllabication skills➤ Identify words with inflectional endings➤ Recognize grade-appropriate irregularly spelled words	<ul style="list-style-type: none">➤ Recognize words with inflectional endings.➤ Recognize grade-appropriate irregularly spelled words.	<ul style="list-style-type: none">➤ Students will recognize and read grade appropriate irregularly spelled words.
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Reading Foundations

Standard: RF. 1.4. Read **fluently (accuracy, speed and prosody) on grade-level to support comprehension**

- a. - Read on-level text with purpose and understanding.
- b.-**Orally** read on-level text **fluently** on successive readings.
- c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Know: <i>What content does the student need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Identify and understand foundational skills for reading standards #1-3. To support comprehension: ➤ Identify the purpose and understanding of text. ➤ Identify oral reading with accuracy, appropriate rate, and expression on successive readings. ➤ Identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. ➤ How context can help to confirm or self-correct word recognition. 	<ul style="list-style-type: none"> ➤ Read on level text with sufficient accuracy and fluency to support comprehension. 	<p>When given a text students will read on level with accuracy and fluency to support comprehension.</p>

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Handwriting

HW 1.1 Legibly print all upper- and lowercase letters and numerals with correct form.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Letters and numbers</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Print all upper and lower case letters and numbers using correct form.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately/legibly write using the correct form of all letter and numbers.</p>
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Composition

Text Types and Purposes	
C.1.1	<p>C. 1.1 – Compose opinion piece, using a combination of drawing, dictating writing and digital resources, to state the topic and an opinion.</p> <p>1.1. a- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/ or pictures as needed.</p> <p>1.1.b- Introduce the topic.</p> <p>1.1.c- Provide reasons with details to support the opinion.</p>
C.1.2	<p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
C.1.3	<p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
Production and Distribution	

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C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
Research to Build and Present Knowledge	
C.1.5	With guidance and support, participate in shared research and writing projects.
C.1.6	With guidance and support, collect information from real- world experiences or provided sources to answer or generate questions.
C.1.7	(begins in grade 3)

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.

C. 1.1 Compose opinion piece, using a combination of drawing, dictating writing and digital resources, to state the topic and an opinion.

a- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/ or pictures as needed.

b- Introduce the topic.

c- Provide reasons with details to support the opinion.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Opinion ➤ Identify 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write an opinion ➤ Introduce the topic or name of the book ➤ Supply a reason for the opinion ➤ Provide closure 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will compose arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.</p>
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: C.1.2. Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Informative ➤ Explanatory ➤ Topic ➤ Facts 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write about informative and explanatory texts ➤ Identify the topic of the text ➤ Supply facts about the topic ➤ Provide closure 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate an understanding of writing about informative/explanatory texts when they can name a topic, supply some facts about the topic, and provide some sense of closure in their writing.</p>
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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Standard: C.1.3. Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Narrative ➤ Recount ➤ Sequence ➤ Events ➤ Details ➤ Temporal words 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write a narrative ➤ Recount two or more sequenced events ➤ Include details in writing ➤ Use order/sequential words to signal event order ➤ Provide closure 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate an understanding when writing a narrative in which they recount two or more appropriately sequenced events, include some details regarding what happened, use order/sequential words to signal event order, and provide some sense of closure.</p>
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Composition

Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C1.4. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>➤ Variety of digital resources</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Use a variety of digital resources to create and publish products.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will utilize a variety of digital resources to create and publish a product.</p>
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Composition

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C1.5. With guidance and support, participate in shared research and writing projects.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Topic➤ Communicate➤ Writing Process	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Focus on a topic➤ Respond to questions➤ Add details as needed	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate a strength in writing by using a variety of tools such as guidance and support from adults, focus on a topic, responses to questions and suggestions from peers, and will add details as needed.</p>
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Composition

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purpose of analysis, reflections and research while avoiding plagiarism.

Standard: C.1.6. With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Digital literacy➤ Writing process➤ Collaborate	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Manipulate digital tools➤ Produce a writing➤ Publish a writing➤ Collaborate with peers	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will produce and publish writing using digital tools with the guidance and support from adults and in collaboration with their peers.</p>
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Composition

Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Standard: C.1.7. (begins in grade 3)

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Language

Conventions of Standard English	
L.1.1	<p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.1.2	<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, 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	
L.1.3	(Begins in grade 2)
Vocabulary Acquisition and Use	
L.1.4	<p>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</p> <ul style="list-style-type: none"> 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. With guidance and support, identify frequently occurring root words and their inflectional forms d. 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.
L.1.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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	<p>b. -Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p>
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Language

Guiding Principle 1: Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Standard: L1.1. When writing or speaking, demonstrate appropriate use of:

- a. common, proper and possessive nouns in a sentence.
- b. singular and plural nouns with matching verbs in basic sentences.
- c. personal, possessive and indefinite pronouns in a sentence.
- d. verbs to convey a sense of past, present and future in a sentence.
- e. frequently occurring adjectives in a sentence.
- f. frequently occurring conjunctions in a sentence.
- g. frequently occurring prepositions in a sentence.
- h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Print ➤ Upper and lower case letters ➤ Forms of nouns ➤ Verbs ➤ Basic sentences ➤ Forms of pronouns ➤ Verb tenses ➤ Adjectives ➤ Conjunctions ➤ Determiners ➤ Prepositions ➤ Produce ➤ Expand ➤ Simple and compound sentence types 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Write or speak using the basic conventions of standard English. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.</p>
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Language

Guiding Principle 2: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard: L1.2. When writing:

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

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Capitalization ➤ Punctuation ➤ Spelling 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use correct capitalization, punctuation, and spelling when writing. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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Language

Guiding Principle 3: **Students will** apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Standard: N/A L1.3 Begins in Grade 2

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Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, 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. With guidance and support, identify frequently occurring root words and their inflectional forms
- d. 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.

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Determine ➤ Clarify ➤ Unknown words and phrases ➤ Multiple meaning words and phrases ➤ Context Clues ➤ Affixes ➤ Root words ➤ Inflectional forms 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use sentence level context clues to determine the meaning of a word or phrase. ➤ Use frequently occurring affixes as a clue to the meaning of a word. ➤ Identify frequently occurring root words and their inflectional forms. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate the ability to 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.</p>
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Language

Guiding Principle 5: Students will demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. -Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

<p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Demonstrate ➤ Word meanings ➤ Nuances ➤ Word relationships ➤ Sort ➤ Identify ➤ Define ➤ Distinguish ➤ Categories ➤ attributes ➤ Verbs ➤ Adjectives 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Define and sort words by categories and key attributes. ➤ Identify real life connections between words and their use. ➤ Distinguish shades of meaning among verbs and adjectives by defining, choosing, or acting out their meanings. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults.</p>
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