CLUSTER: PRINT CONCEPTS

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF 1.1: Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Essential Skills:

- **Follow words from left to right, top to bottom, and page by page.**
- **Recognize that spoken words are represented in written language by specific sequences of letters.**
- **Understand that words are separated by spaces in print.**
- **Identify the components of a sentence (e.g., words, punctuation, etc.).**
  - Does it start with an upper-case letter?
  - Does it end with an end mark?
  - Does it make sense?

Benchmarks:

CLUSTER: PHONOLOGICAL AWARENESS

Anchor Standard 2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF 1. 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Essential Skills:

1.2.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- **Demonstrate auditory discrimination skills.**
- **Identify and produce short vowel sounds.**
- **Identify and produce long vowel sounds.**

1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- **Orally segment and count the syllables heard in given words.**
- **Identify initial, medial, and final sounds (phonemes) in single-syllable spoken words.**
- **Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds.**
- **Identify onsets and rimes of single-syllable words.**
- **Orally blend 3-4 phonemes into a word.**

1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- **Identify the sounds (phonemes) heard in single-syllable spoken words.**

1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- **Produce the sounds (phonemes) heard in single-syllable spoken words.**

- **Orally add or delete a sound (phoneme) at the beginning or end of single-syllable words to make new words.**
- **Orally substitute initial, medial, and final sounds in single-syllable words to make new words.**

Benchmarks:

CLUSTER: PHONICS AND WORD RECOGNITION

Anchor Standard 3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF1.3: 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. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.

Essential Skills:

1.3. Know the spelling-sound correspondences for common consonant digraphs.

- **Identify the letters that represent common digraphs.**
- **Recognize that certain letter combinations can make one sound.**
- **Associate a visual cue with the digraph.**
- **Decode words with letter combinations representing common consonant digraphs.**

1.3.b Decode regularly spelled one-syllable words.

- **Apply the principles of sound-letter correspondences, including exceptions.**
  - **Produce letter-sound correspondences rapidly.**
  - **Blend isolated sounds into one-syllable words.**
  - **Use known word/part to decode unknown words.**

1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.

- **Recognize that two letters can represent a vowel sound.**
- **Identify common vowel teams.**
- **Apply vowel pronunciation rules to read words, such as CVCE, CVVC.**

1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- **Count and segment syllables orally.**
- **Identify the vowel sound in spoken and written one-syllable words.**
- **Identify the number of vowels and syllables in printed words.**

1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.

- **Recognize open and closed syllables.**
- **Blend sounds in segmented syllables to read words.**
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1.3.f Read words with inflectional endings.

- **Identify inflectional endings.**
- **Recognize and define base words.**
- **Read words and describe how the inflectional ending affects the word meaning.**

1.3.g Recognize and read grade-appropriate irregularly spelled words.

- **Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.**

Benchmarks:

CLUSTER: FLUENCY

Anchor Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RF1. 4: Read with sufficient accuracy and fluency to support comprehension.

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

Essential Skills:

1.4.a Read grade-level text with purpose and understanding.

- **Apply decoding skills to read on-level text.**
- **Read grade level sight words/high frequency words in isolation and in context with automaticity.**
- **Use context cues and text features to determine and clarify the meanings of an unknown word.**

1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- **Listen to Read-Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.**
- **Apply decoding skills to read on-level text.**
- **Read on-level sight words/high frequency words with automaticity.**
- **Use punctuation as cues to appropriate expression.**
- **Fluently read on-level text with accuracy and fluency.**

1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.**
- **Develop a conceptual understanding of new words to confirm or self-correct word recognition and understanding.**
- **Reread when something does not make sense in order to determine the meaning of a known word.**
- **Use context cues and visual clues to guide self correction.**

Reading Standards for Foundational Skills: Grade 1

Benchmarks: