READING FOUNDATIONAL SKILLS

Print Concepts

RF.1.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.

READING FOUNDATIONAL SKILLS

Phonological Awareness

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).

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

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.

READING FOUNDATIONAL SKILLS

Fluency

FR.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING STANDARDS for LITERATURE

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.

READING STANDARDS for LITERATURE

Key Ideas and Details

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.

READING STANDARDS for LITERATURE

Key Ideas and Details

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

READING STANDARDS for LITERATURE

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.

READING STANDARDS for LITERATURE

Craft and Structure

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

READING STANDARDS for LITERATURE

Craft and Structure

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

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

RL.1.8	(Not applicable to literature)

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

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

READING STANDARDS for LITERATURE

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.

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

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

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

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

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

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

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

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

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

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.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

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

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.1.7	Use the visuals and details in a text to describe its key ideas.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

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

READING STANDARDS for INFORMATIONAL TEXT

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.

HANDWRITING

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

COMPOSITION

Text Types and Purposes	
C.1.1	Compose opinion pieces, 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. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

COMPOSITION

Text Types and Purposes	
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. 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.

COMPOSITION

Text Types and Purposes	
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. 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.

	COMPOSITION
Production and Distribution	
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.

	COMPOSITION
Research to Build and Present Knowledge	
C.1.5	With guidance and support, participate in shared research and writing projects.

	COMPOSITION
Research to Build and Present Knowledge	
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

	COMPOSITION
Range of Writing	
C.1.7	(Begins in grade 3)

LANGUAGE

Conventions of Standard English

L.1.1	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.

LANGUAGE

Conventions of Standard English

L.1.2	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.

LANGUAGE

Knowledge of Language

L.1.3	(Begins in grade 2)

LANGUAGE

Vocabulary Acquisition and Use

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. Identify common affixes and how they change 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.

LANGUAGE

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and 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).