GRADE 1

Standards in Grade 1 continue the strong focus on Literacy Foundations: oral language, concepts of print, phonological and phonemic awareness, phonics (decoding), fluency, vocabulary, comprehension, and writing (including encoding), with an added level of rigor incorporated in each content subarea. The phonological awareness/phonemic awareness standards progress from early to basic to advanced skills indicative of the Simple View of Reading (Gough and Tunmer) and the Simple View of Writing (Berninger et al.). Students who achieve fluency standards in Grade 1 should be able to monitor, recognize, and self-correct errors as they read orally, promoting comprehension of grade-appropriate texts. Students continue reading and responding to multiple types of texts in various ways, decoding and encoding words, adding literacy knowledge, building and accessing background knowledge, understanding language structures, and using verbal reasoning. The level of specificity in these standards is essential for early learners to develop the phonemic awareness and phonics skills they need to become successful readers and writers.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards will be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.

R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

GRADE 1 CONTENT STANDARDS

Each content standard completes the stem "*Students will…*"

LITERACY FOUNDATIONS

Oral Language

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.
   Examples: read-alouds, oral dramatic activities

3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

4. Present information orally using complete sentences and appropriate volume.
   a. Orally describe people, places, things, and events, expressing ideas with relevant details.

Concepts of Print

5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
   a. Explain the roles of author(s) and illustrator(s).

Phonological Awareness/Phonemic Awareness

6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
   a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
      Examples: par-ti-cu-lar, cer-ti-fi-cate
   b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
   c. Produce alliterative words.

Standard 6 continued...

d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.

e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.

Examples: pan *to* pant; flight *to* light; cat *to* cap

f. Distinguish long from short vowel sounds in spoken, single-syllable words.

g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.

Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ĕ/ and /ā/, /ĕ/ and /ă/

*Note**:** This is extremely important as a foundational phonemic awareness skill for all learners.*

h. Identify the sound substitution in words with five to six phonemes.

Example: strips/straps, square/squire

Phonics

7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.

a. Produce the most frequent sound(s) for each letter of the alphabet, including *x, q*, and the long and short sounds of the vowels.

Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/

b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

*Note**:** Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.*

c. Decode words with digraphs, trigraphs, and combinations, including digraphs *ck*, *sh, th, ch*, *wh, ph, ng*, trigraphs *tch* and *dge,* and combination *qu.*

Note: Some programs/experts call wh *a combination, others call it a digraph. Use common language across the school/district.*

d. Decode words with *a* after *w* read /ä/ and *a* before *l* read /â/.

Examples: wash, water, wasp; tall, all, talk, small, fall

Standard 7 continued...

e. With prompting and support, decode words with the hard and soft sounds of *c* and *g,* in context and in isolation.
   Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y;
   g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y

f. Decode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.
   Examples: fly, my; baby, happy; myth, gym

g. Decode regularly spelled one-syllable words with vowel-r syllables, including *ar, er, ir, or,* and *ur*.

h. With prompting and support, decode words with common vowel team syllables, including *ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy,* and *ue*.

i. With prompting and support, decode words that follow the *-ild, -ost, -old, -olt,* and *-ind* patterns.
   Examples: mild, host, fold, jolt, kind

j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.

k. With prompting and support, decode words with silent letter combinations.
   Examples: kn, wr, mb, gh, gn

l. With prompting and support, decode words with common prefixes including *un-, dis-, in-, re-, pre-, mis-, non-,* and *ex-*.

m. With prompting and support, decode words with common suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition.
   Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly

n. Decode contractions with *am, is, has*, and *not*.
   Examples: I'm, he's, she's, isn't, don't

o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
   Examples: saw, all, made, can, his, walk, let, open, time

Fluency

8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

9. Read grade-appropriate texts with accuracy and fluency.
    a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
    b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.
    c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
        Example: Pause between stanzas and between lines where punctuation indicates.

10. Read high-frequency words commonly found in grade-appropriate text.
    Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.

Vocabulary

11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
    a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
    a. Identify possessives and plurals and use them as clues to the meaning of text.
        Example: Jack's coat, mom's car; pigs, pig's, pigs'
    b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections *-s, -es, -ed, -ing, -er,* and *-est.*
        Examples: Explain that adding suffix -s *changes a singular noun to a plural noun and adding suffix* -ed *changes a verb to past tense.*

Standard 12 continued...

c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
   Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous
   Act out tiptoe, creep, *and* march *to distinguish shades of meaning in words related to* walk.
   Discuss synonyms and antonyms.

13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.

14. Sort and categorize groups of words or pictures based on meaning, and label each category.
    Examples: colors, clothes, animals with wings

15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

16. Use grade-appropriate academic vocabulary in speaking and writing.

Comprehension

17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.

18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.

19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

20. Use text features to locate key facts or information in printed or digital text.
    Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations

21. Identify the main topic and key details of literary and informational texts.

22. Ask and answer questions about key details in literary and informational texts.

23. Identify and describe the main story elements in a literary text.
    a. Describe the characters and settings, using illustrations and textual evidence from a story.
    b. Retell the plot or sequence of major events in chronological order.

24. Identify who is telling the story, using evidence from the text.
    a. Use the term *narrator* to refer to the speaker who is telling the story.

25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.

27. Make predictions using information found within a literary text.

28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.

29. Compare and contrast texts.
    a. Compare and contrast characters, settings, and major events in literary texts.
    b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
    c. Point out similarities and differences between two texts on the same topic.

Writing

30. Write legibly, using proper pencil grip.
    a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
    b. Print first and last names using proper letter formation, capitalization, and punctuation.
        Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker
    c. Use lower case letters in the majority of written work, using capitals only when appropriate.
    d. Write letters of the English alphabet in alphabetical order from memory.

31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
    a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.
        Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck
    b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.
        Examples: he, me, she, go, no

Standard 31 continued...

c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
   Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl
   Note: Many students spell the tr *blend with digraph* ch *because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the* dr *blend with the letter* j *because of the confusion of the coarticulation of the /d/ and /r/ sounds.*

d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
   Examples: sh, th, ch, wh, ng, ck

e. Encode words with vowel-consonant-e syllable patterns.
   Examples: hike, spike, joke, dime, make

f. With prompting and support, encode words with the common vowel teams and diphthongs.
   Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh

g. With prompting and support, encode words with vowel-r combinations *ar, or, er, ir,* and *ur.*

h. With prompting and support, encode words with final /ch/ sound spelled -*ch* and -*tch*.
   Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch
   /ch/= tch after a short vowel sound as in hatch, crutch, ditch

i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.
   Examples: cliff, hill, pass

j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.
   Examples: have, give, save

k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
   Examples: am, at, can, he, we, be, in, it, came, like

l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns *in all but one position*, pointing out the part of the word that does not follow the regular pattern.
   Examples: said, are, to

m. Encode words with suffixes -*s, -es, -ing, -ed, -er,* and -*est.*
   Examples: dogs, wishes, jumping, jumped, faster, fastest

n. With prompting and support, encode words with common prefixes *re-, un-*, and *mis-*.

Standard 31 continued...

o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

Examples: hear/here; for/four; to/too/two.

Note: To *is a preposition which begins a prepositional phrase or an infinitive.* Too *is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with* ***tw:*** *twin, twice, between, tweezers.*

32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
    a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.
    b. Transcribe spoken words to demonstrate that print represents oral language.
    c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.
    d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
    e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
    f. Begin each sentence with a capital letter.
    g. Capitalize the pronoun *I* and names of individuals.
    h. Use commas in dates and words in a series.
    i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences

33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.

35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.

36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.

37. With prompting and support, write simple poems about a chosen subject.

38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.

40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

42. Participate in shared research and writing projects to answer a question or describe a topic.
    a. Recall information from experiences to contribute to shared research and writing projects.
    b. Gather information from provided sources.

43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.