

English/Language Arts Competencies - Grade 1

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
<p>Foundational Reading Skills Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.</p>	<ol style="list-style-type: none"> 1. I can apply concepts of print when reading print and nonprint texts. 2. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. 3. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. 4. I can read with purpose, recognize when something does not make sense, and apply strategies to self correct. 5. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings). 	<p>RF.1.1 RF.1.2 RF.1.3 RF.1.4</p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/</p>

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<p>Reading Literature Students will make meaning of increasingly complex literary print and non-print* texts, and provide text details to explain interpretations and thinking.</p>	<ol style="list-style-type: none"> 1. I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem, solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response). 2. I can use context cues to determine intended word meaning, including when more than one meaning is possible. 3. I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). • I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales). 4. I can explain what I think the author's purpose for writing a text might be (e.g., describing a lesson learned by a character) and support my thinking. 	<p>RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 RL.1.9 RL.1.10</p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/</p>

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<p>Reading Informational Texts Students will make meaning of increasingly complex informational print and nonprint texts, and provide text details to explain interpretations and thinking</p>	<ol style="list-style-type: none"> 1. I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking; connect to prior knowledge). 2. I can use context cues to determine intended word meaning, including when more than one meaning is possible. 3. I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text. 4. I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author's purpose for writing this text or use of specific features might be (e.g., what does this text teach me?). 5. I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts). 	<p>RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10</p>

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<p>Narrative Writing Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.</p>	<ol style="list-style-type: none"> 1. I can compose a beginning that tells who is in the story and what is happening. 2. I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters. 3. I can compose an ending that tells how the problem was solved or how things worked out. 4. I can use illustrations that add interesting details and elaboration. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals). 	<p>W.1.3 W.1.8</p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/</p>

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<p>Informational Writing Students will draw/dictate/write to compose informative texts that convey information on specific topics.</p>	<ol style="list-style-type: none"> 1. I can state a topic at the beginning and a conclusion at the end. 2. I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus. 3. I can group my ideas and details together to show how some facts are connected. 4. I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals). 	<p>W.1.2 W.1.5 W.1.6 W.1.7 W.1.8</p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/</p>

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<p>Opinion/Argument Writing Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing.</p>	<ol style="list-style-type: none"> 1. I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?). 2. I can state reasons to support my opinion and then use facts and details to say more about each reason. 3. I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons. 4. I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals). 	<p>W.1.1 W.1.5 W.1.8</p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/</p>

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<p>Speaking, Listening, and Language</p> <p>Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.</p>	<ol style="list-style-type: none"> 1. I can participate in a focused discussion. 2. I can use grade-appropriate grammar and vocabulary to clarify a message when speaking. 3. I can work with others to clearly present ideas visually and orally. 4. I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas 	<p> SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6 </p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/ </p>

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<p>Inquiry, Investigation, & Research</p> <p>Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.</p>	<ol style="list-style-type: none"> 1. I can work with others to gather and organize information while investigating a topic or question of interest. 2. I can locate information from print and non-print sources to develop and support my ideas. 3. I can work with others to integrate information (visually, orally, in writing) and communicate what was learned. 4. I can use descriptive and domain specific vocabulary to communicate my message. 	<p> W.1.6 W.1.7 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 </p> <p>For more information about each standard visit this website and filter by grade level. https://www.thecorestandards.org/ELA-Literacy/ </p>