# Foundations for Reading- Grade 1

Developing foundational literacy skills is a priority in first grade. These skills include phonological and phonemic awareness, print awareness, phonics, fluency, language usage and handwriting. A student in first grade will learn and apply more complex phonics patterns when reading and writing while increasing their automaticity in reading words and connected text. The student will gain fluency when reading and rereading both phonetically controlled and uncontrolled texts. While foundational skills are a focus, it is equally important that the student continue to build world and word knowledge.  Immersing the student in a text and language rich environment supports the student’s development of communication skills, vocabulary, comprehension, and an appreciation for reading and writing. The first-grade student will apply comprehension strategies when reading and listening to literary and informational texts and collaborating in classroom discussions. To support knowledge building, an emphasis will be given on materials connected to mathematics, science, and history and social science. The first-grade student will write in a variety of forms for specific purposes.

## Foundations for Reading

### 1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

1. Isolate sounds in four and five phoneme words.
2. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

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| **1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).** |
| * The purpose of phonemic awareness instruction is to support decoding (reading) and encoding (spelling).  **Ultimately, blending phonemes into words and segmenting words into phonemes are the most critical skills.** * Phonological awareness is the ability to demonstrate understanding of spoken words, syllables, and phonemes (individual sounds) * Phonemic awareness is the ability to perceive the smallest units of sound in a word.  Phonemic awareness is a subset of phonological awareness. Phonemes are the smallest unit of sound within a word. For example, *wish* has three phonemes: */w/ /i/ /sh/.* The word *glad* has four phonemes: */g/ /l/ /a/ /d*/. The word *stamp* has five phonemes: */s/ /t/ /a/ /m/ /p/.* * Phonemic awareness skills include blending, segmenting, isolating, and manipulating sounds.   + Blending is the ability to combine sounds to form a whole word. *What word is /g/ /l/ /a/ /d/? glad*   + Segmenting is the ability to separate a word into individual phonemes and say each sound. *How many sounds in glad?  (four). Can you say them sound by sound? /g/ /l/ /a/ /d/?*   + Isolating is the ability to recognize an individual sound in a word.  *What is the first sound in glad? /g/.* *What is the second sound* *in glad? /l/. What is the third sound in glad? /a/ What is the final/last sound in glad? /d/*   + Manipulating is the ability to delete, add, or substitute a sound.  Deleting means to take a sound away. For example, *“What is cluck without the /c/?”  (luck).* When given a word, students can make a new word by adding a sound.  For example, *“What word do you have if you add /c/ to the beginning of luck?” (cluck).* Substituting is when a student makes a new word by replacing one phoneme for another.  For example, *“The word is cluck.  Change /ck/ to /tch/.  What is your new word? (clutch)* * **Manipulation tasks (deletion, addition, and substitution) should be done with letters to reinforce the links between phonemes (sounds) and graphemes (letters or letter patterns).** * **Phonological sensitivity tasks such as rhyme, alliteration, syllable awareness, onset and rime should not be barriers to instruction in phonemic awareness.** |

### 1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

1. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).
2. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).
3. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
4. Decode multisyllabic words following basic patterns by breaking the words into syllables.
5. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.
6. Write grade-level high-frequency words with automaticity and accuracy.

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| **1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.** | |
| * ***Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig et al, pg. 170)***   + Phonetic principles include decoding (reading) and encoding (spelling).     - Decoding is the ability to read a word from print to speech using grapheme-phoneme (letter to sound) correspondences.     - Encoding is the ability to spell a word from speech to print using phoneme-grapheme (sound-letter) correspondences. * Word analysis in first grade is the ability to break a word into its smallest sound to letter correspondences.  For example, a first grader should be able to segment the word ***cluck*** into four sounds and write the corresponding grapheme for each sound. Upon analysis, a first grader would identify the correct spelling for /k/ in the final position is represented by a **ck** digraph. * First graders begin to develop a more complex understanding of the English spelling system. They begin to deepen their knowledge of various consonant and vowel graphemes to include: * Consonant Graphemes (definitions from LETRS pg. 176) * Single Letter- a single consonant letter that represents a single consonant phoneme, *e.g., b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z* * Digraph- two letters that make one sound, *e.g., ch, sh, th, wh, ph, ck* * Blends- consonant cluster found at the beginning and/or ending of words, e*.g.,* ***gl****ad, ju****mp****, fa****st****,* ***tr****ap,* ***st****a****nd*** * Vowel Graphemes (definitions from LETRS pg. 176) * Single Letter- a single vowel that represents a single vowel phoneme, e.g., short vowels: *c****a****p, h****i****t, w****e****d, f****u****ss, cl****o****ck* and long vowels in open syllables*: n****o****, h****i****, w****e****, m****u****sic* * Vowel-Consonant-E- a common pattern for spelling a long vowel sound with a final e at the end, e.g*., g****a****t****e****, P****e****t****e****, m****u****l****e****, h****o****p****e****, f****i****v****e*** * R-Controlled Vowels- a single vowel letter followed by r that stands for a unique vowel sound, e.g., *c****ar****, sp****or****t, h****er****, b****ir****d, h****ur****t* * Vowel Teams- a combination of two, three, or four letters that stand for a vowel sound e.g., *h****ea****d, b****oo****k, c****oa****t, th****igh****, w****eigh****, b****oi****l, sh****ou****t* * Open and Closed Syllables * Closed syllables end in a consonant or consonant cluster and the vowel sound is short e.g., *bra****g****, ju****mp*** * Open syllables end in a single vowel and the vowel sound is long e.g. *h****e****, h****i****, b****a****\*b****y*** * Multisyllabic words are words with more than one syllable, e.g., *catnip, magnet, rabbit, camel, tiger* * In first grade, students will learn to recognize syllables to break a word into smaller chunks and decode by blending syllables. * Students will apply their knowledge of decoding single syllable words to decoding multisyllabic words. * The process that students use to learn phonetically regular words is the same process that students learn to read phonetically irregular words.  The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.   + Regular words are words that have a predictable grapheme-phoneme correspondence.   + Irregular words are those that cannot be readily decoded because they contain a grapheme-phoneme correspondence that is unique to that word or a few words. Some words are permanently irregular such as ***of,*** ***said***, ***to***.  Some words are temporarily irregular in that the student has not learned that specific grapheme-phoneme correspondence in the scope and sequence yet. For example, the learning the word **make**in first grade before students are taught about vowel-consonant-e syllables. * Other terminology to know:   + High Frequency words are those that appear more frequently in text. Examples include lists from HQIM, Fry or Dolch lists. * Students will begin to develop a bank of known words.  High frequency words that follow a predictable phoneme-grapheme correspondence can be taught following the phonics scope and sequence.  Irregular words can be taught calling attention to the regular sound-letter patterns as well as the graphemes that are unique. * Phonics instruction needs to be taught in a manner that is ***explicit***, ***systematic***, and ***cumulative***.   + ***Explicit*** instruction in ‘unambiguous’ (Archer).  It requires direct teaching of concepts with continuous student teacher interaction. (IDA, infographic). Teachers utilize corrective and reinforcement feedback throughout the lesson. Explicit instruction follows the gradual release of responsibility model including “I Do, We Do, You Do” steps.   + ***Systematic*** instruction means that the concepts follow a logical order. The sequence begins with the easier concepts and moves to more complex concepts. (IDA). It is vital to utilize a phonics scope and sequence to ensure students receive vertically aligned instruction.   + ***Cumulative*** instruction means that each step is based on concepts previously learned.  (IDA) Teachers need to spiral skills to ensure that over time, students reach mastery. |

## Developing Skilled Readers and Building Reading Stamina

### 1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary.

1. Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**
2. **(Text Complexity, 2-12)** Introduced in Grade Two.
3. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary.  Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. **(Reading Strategies, 3-12)**: Introduced in Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary.** |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation. * This standard is intended to acknowledge the complex nature of comprehension.  Reading comprehension is not a single ability (Catts and Kamhi, 2017).  Therefore, in the primary grades, it is important to build students’ world and word knowledge as well as develop their ability to decode using letter sound relationships. To do this, teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in first grade will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension. Providing the students the knowledge they need so that in later years, when they do take on the decoding, they are able to successfully comprehend texts. In addition, teachers can teach letter-sound relationships and utilize texts that support novice readers’ development to read texts accurately and with fluency. * Comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)   + The ‘reader’ brings a set of skills such as prior knowledge and experiences.  They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge.  If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.   + The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.   + The ‘activity’ refers to the purpose for reading. Why are we reading?  Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall. * This standard serves to highlight the contributions of both the reader and the text in building meaning. * Fluency is the ability to read a text reasonably accurate, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)   + Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)   + Appropriate rate means students reading should sound like speech, (Stahl and Kuhn, 2002)   + Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002) * There are three types of text reading students in first grade should be exposed to. Each has as specific purpose and goal for reading development.   + *Read Alouds* are texts that are above a student’s grade level and are used to stretch students’ listening comprehension.  They support growth in complex sentence structure and vocabulary.   + *Decodables* are texts that are written to contain specific letter-sound correspondences allowing for multiple opportunities for students to practice and gain automaticity and fluency. When students are beginning to learn the grapheme-phoneme correspondences, it is important to utilize texts that afford a high percentage of opportunities for practice. Decodable texts also encourage children to use their knowledge of grapheme-phoneme correspondences to accurately decode words rather than guessing and relying on picture support.   + *Grade level* texts are less controlled texts with fewer selected phoneme-grapheme correspondences than decodable texts. As students in the primary grades develop their knowledge of letter-sound correspondences, they can begin to read less controlled texts.  Because they have learned first through decodable texts, students have developed their ‘reading reflex’ or the habit of defaulting to using letter-sound patterns to sound out words.  (Mesmer, 2005). As students gain control over more complex grapheme-phoneme correspondences, they can successfully read less controlled texts.  By the end of first grade, students should be reading grade level text with fluency and accuracy. * In first grade, students can be taught through modeling how to respond to text during and after reading. Students need to learn how to use the text to support their thoughts and ideas. Teachers can leverage writing about the text to deepen and extend students’ reading comprehension. * Reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow student multiple opportunities to hear related words and build a knowledge network. This is essential for students’ long term comprehension success. Text sets should include a mixture of genres. |

## Reading and Vocabulary

**1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.**

### 1.RV.1 Vocabulary Development and Word Analysis

1. Discuss meanings of words in context from a variety of texts.
2. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
3. Ask for the meaning of unknown words and make connections to familiar words.
4. Use vocabulary across content areas.
5. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*).
6. Distinguish shades of meaning among verbs and adjectives.
7. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).
8. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
9. Use newly learned words and phrases in discussions and speaking activities.

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| **1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.** | |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation. * Teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in first grade will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension, while also building their world and word knowledge. * Readers cannot understand text without knowing what most of the words mean. (NRP, 2000) Therefore it is critical in first grade classrooms, that word learning happens both incidentally and explicitly.   + Vocabulary can be acquired incidentally, or through indirect exposure to words, by engaging in rich oral language experiences or through robust read alouds.   + An important component of first grade is explicit vocabulary instruction. The first step is selecting words that are critical to the understanding of the texts. This instruction includes giving a student friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing. * Part of learning vocabulary is being aware of not knowing a word’s meaning.  Asking questions about unknown word meanings helps to develop word consciousness in our young learners. * As stated in Standard 1.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow student multiple opportunities to hear related words and build knowledge networks. This is essential for students’ long term comprehension success. * Grade one content corresponds with the social studies and science standards in first grade. Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge. * In first grade, students can begin to understand that the meaning of words can found by using word parts and by using context.   + Students can use context, or the surrounding words and sentences, to determine a word’s meaning.   + Students can also use word parts to determine a word’s meaning.  For example, the inflectional affix -ed, means an action occurred in the past. * Understanding how words relate to each other, supports students’ deep understanding of word meanings.   + Antonyms are words that have opposite meanings.   + Synonyms are words that have similar meanings.   + Using words with shades of meanings supports students’ word specificity.  Helping students place words on a gradient will allow students to understand the subtle differences between words. An example of a shades of meaning gradient: *stumble, walk, jog, sprint* and/or *cool, warm, hot, boiling.* * When students use vocabulary in their speaking and writing, knowledge of the word is solidified. * Breadth of vocabulary describes a students’ ability to recognize and understand a wide range of words. |

## Reading Literary Text

**1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.**

### 1.RL.1 Key Ideas and Plot Details

1. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
2. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
3. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.
4. Generate predictions about story characters and events using the text.

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| **1.RL.1 Key Ideas and Plot Details** | |
| * Literary text includes stories, dramas and poetry. * The standards in this strand are met through both read alouds of high-quality literary texts by teachers and students reading both decodable and grade level texts. * Literary text includes a variety of genres.  It is important that students engage with a variety of genres so that they begin to see similarities and differences between the genres. * Literary texts are structured in predictable ways. Knowledge of this structure can help a first-grade student to build comprehension. Recognizing text structure can guide readers in identifying key information from the text, or text evidence and improve students recall of what they have read (Klingner et al., 2007)   + Literary Text structure typically follows a pattern often called story structure. This includes elements of:     - Setting- where and when the story takes place     - Characters- who is in the story     - Plot- the event sequence which also includes conflict and resolution     - Theme- the central message * The understanding of literary text structure is the foundation for broader text comprehension skills. This knowledge is essential for students’ ability to meet the standards in the Reading Literary Text strand. * Retelling a story sequentially means students can recall the story events in the order that they happened. * Because literary text structure is predictable, students can apply their knowledge of this structure to make predictions or informed guesses about what will happen in the text. * First graders can be active readers when they ask and answer questions.  When they ask themselves questions as they read, they will be more focused on reading to find the answer.  Students also need to be able to answer questions posed by a teacher. Answers to questions can be found in the text or they may come from applying the students’ background knowledge to the text. Teachers may ask different types of questions:   + Literal questions are those for which the answer appears directly in the text.   + Inferential questions are those where the answer is implied in the text but not explicitly stated.  The reader must apply his/her background knowledge to the evidence in the text to infer. |

### 1.RL.3 Integration of Concepts

1. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.
2. Make connections between characters, settings, and major events in stories heard, using key details.
3. Compare and contrast the adventures or experiences of characters in stories heard, using key details.

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| **1.RL.3 Integration of Concepts** | |
| * First Grade students need to learn how to think within a text, making connections between events and characters as well as thinking across multiple texts. * They are expected to make a variety of connections with the text, such as:   + connections between texts, such as identifying a similar plot or character; and   + connections between what they already know about the topic and what they find in the reading that is new to them. * They can begin to understand similarities and differences between stories and story elements. * They can identify key details that are relevant to the plot. * More information about this can be found in 1.DSR. |

## Reading Informational Text

**1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.**

### 1.RI.1 Key Ideas and Confirming Details

1. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.
2. Identify the main idea and supporting details of a text.
3. Explain the difference between facts and opinions in a text.

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| **1.RI.1 Key Ideas and Confirming Details** | |
| * Informational texts, or expository texts, tell facts about the world.  Students need to know that the purpose of reading informational texts is to expand their knowledge about a topic. * The standards in this strand are met through both read alouds of high-quality informational texts by teachers and students reading both decodable and grade level texts. * Informational texts include a wide variety of texts.  Some examples include biographies, directions, textbooks, recipes, magazine articles, news articles etc. * First graders can be active readers when they ask and answer questions.  When they ask themselves questions as they read, they will be more focused on reading to find the answer.  Students also need to be able to answer questions posed by a teacher. Answers to questions can be found in the text or they may come from applying the students’ background knowledge to the text. Teachers may ask different types of questions:   + Literal questions are those for which the answer appears directly in the text.   + Inferential questions are those where the answer is implied in the text but not explicitly stated.  The reader must apply his/her background knowledge to the evidence in the text to infer. * First grader students should be able to explain the difference between a fact in a text and the author’s opinion. * Facts are ideas that can be proven true and that nobody can disagree with. * Opinions are ideas that tell someone’s feeling about a subject. |

### 1.RI.2 Craft and Style

1. Identify and use common text features to gain information, table of contents, headings, bolded words, and pictures, captions, and diagrams.
2. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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| **1.RI.2 Craft and Style** |
| * Informational texts often contain text features such as, table of contents, headings, bolded words, and pictures, captions, and diagrams.  These text features provide additional information to the reader and are important for students to pay attention to.  Text features are unique to informational texts and students need to not only recognize them when reading, but also use them to gain additional information about the topic. * Students in first grade not only need to identify text features but use them when engaging with text read or heard. * Some informational texts use pictures or photographs to relay additional information to students.  Students need to distinguish between information learned through the words and the pictures/photographs of an informational text.  This is an important skill so that students can accurately cite information when responding to text to meet the standards in 1.DSR. |

### 1.RI.3 Integration of Concepts

1. Identify basic similarities in and differences between two texts on the same topic.
2. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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| **1.RI.3 Integration of Concepts** |
| * When students read and hear multiple texts that are focused on the same topic, they are able to build knowledge and vocabulary on the topic across texts.  More information about this is in 1.DSR. * When texts are read about the same topic it allows students to notice how they are similar and different.  Students can compare and contrast not only the information provided in the texts but also the texts themselves.  This sets the foundation for students reading like writers, and using mentor texts for writing. * Similarly to how students need to be taught how to think between texts, students also need instruction on how to make connections between information presented within a single text.  Students need to understand how information presented in the text relates to each other and build to support the main idea of the topic. |

## Foundations for Writing

**1.FFW The student will print legibly in manuscript.**

### 1.FFW.1 Handwriting

1. Use functional pencil grasp for letter formation.
2. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.
3. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.

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| **1.FFW.1 The student will print legibly in manuscript.** |
| * + In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers.   + Handwriting is linked to basic reading and spelling achievement.   + To become proficient in the task of handwriting, first grade students need explicit instruction in letter formation with plenty of guided practice and teacher feedback (Wolf, 2005).   + Students need to learn letter formation that is efficient and effective. |

### 1.FFW.2 Spelling

1. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).
2. Encode (spell) 2-syllable words (e.g., *pancake*) following basic patterns by breaking the words into syllables.
3. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.
4. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

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| **1.FFW.2 Spelling** |
| * Spelling is an essential component for students’ literary success and supports students’ development in both reading and writing.  When students are learning to read words with specific phonics features, they should also practice using the same phonics features for spelling words.  Due to the reciprocal relationship between decoding (reading) and encoding (spelling) teachers can leverage instruction in both to support foundational literacy skills. * In first grade, the expectation is that students will spell single syllable words that contain   + Short vowel sounds, e.g. *net, mat, not, it, sun*   + Open Syllables- *go, she*   + Digraphs *this, shop, much*   + Beginning and/or ending blends, *slip, jump, click, branch*   + Vowel- Consonant-e - *bike, slope, cube, theme, bake* * In first grade the expectation for spelling does not include words that contain r-controlled vowels or common vowel teams, although that is the expectation with reading.  This is because of the higher demand of spelling, which is a production task, compared to reading which is a recognition task. * Teachers can leverage students' understanding of spelling single syllable words, to spell 2-syllable words. * Through careful analysis of phoneme-grapheme correspondences, students are able to recognize and apply known phonics patterns to unknown words. * Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word or a few words.  Some words are permanently irregular such as *of, said, to*.  Some words are temporarily irregular in that the student has not learned that specific phoneme-grapheme correspondences in the scope and sequence yet.  Irregular words should still be taught based on phoneme-grapheme correspondences. |

## Writing

**1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.**

### 1.W.1 Modes and Purposes for Writing

1. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.
2. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.
3. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.
4. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.

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| **1.W.1 Modes and Purposes for Writing** |
| * Students first grade are learning that writing is a powerful way to communicate their ideas and convey their message to others.  First grade students learn that their purpose for writing will impact the form or type of writing they use. * Students are developing in two areas: foundational writing skills, which includes handwriting and spelling, and composition, which includes creating a written response to communicate ideas. First grade students may use a combination of drawing, dictation, and writing to compose their message. They may create their message first through the use of drawings and dictation until they gain adequate transcription knowledge.  Once they have acquired sufficient phonics knowledge, they can represent their ideas in both drawings and writing. * In First Grade students are expected to write for four specific purposes.   + Students are expected to write about an experience or sequence of events that includes details and characters.  This sets the foundation for narrative writing, writing that tells a story.   + Students are expected to write an informational or expository piece that is centered around a topic and gives information and facts about the topic.   + Students are expected to write an opinion piece that states an opinion and supplies reasons for that opinion.   + Students are expected to write about texts read and/or heard.  This builds the foundation for extending reading comprehension through writing. |

### 1.W.2 Organization and Composition

1. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
2. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).
3. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

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| **1.W.2 Organization and Composition** |
| * Prewriting is an important step when students are engaged in writing.  Through prewriting activities students create a “road map” that they can use to successfully write pieces of various lengths. * An important component for students to consider during prewriting is the audience for the writing piece.  This reinforces the skills addressed in 1.W.1. * Simple sentences are sentences that consist of one independent clause.  Simple sentences can include one or more descriptive adjectives.   + *A cardinal is a bird.*   + *A cardinal is a small, red, bird.* |

### 1.W.3 Usage and Mechanics

* 1. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

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| **1.W.3 Usage and Mechanics** |
| * Students should receive guidance from adults to edit writing for appropriate conventions (See 1.LU). |

## Language Usage

**1.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 1.LU.1 Grammar

1. Produce and expand simple sentences, including a noun, verb, and adjective.
2. For regular plural nouns orally by adding ‘s’ or ‘es’ sound.
3. Use personal and possessive pronouns to represent nouns.
4. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
5. Form and use simple verb tenses (past, present, and future) for regular verbs.
6. Use proper verb tense and correct subject-verb agreement.
7. Use articles correctly (e.g., a, an, the).
8. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).

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| **1.LU.1 Grammar** |
| * In first grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication. * In first grade, students are expected to speak and write using expanded simple sentences.   + Simple sentences are sentences that consist of one independent clause. An independent clause contains a ‘who’ and a ‘do,’ or subject/predicate. Simple sentences can include one or more descriptive adjectives.     - *A cardinal is a bird.*     - *A cardinal is a small, red, bird.* * Pronouns are words that take the place of another word or noun phrase. * Personal pronouns are short words that are substitutes for a name of a person.  For example, *I, she, he, you, it, they.* * Possessive pronouns are pronouns that show possession.  For example, *mine, yours, hers, his, its*. * Verb tenses are changes to verbs to show when the action took place: in the past, present, or future. * The standard tense in English is the present tense.  The past and future tenses often require changes to the present tense, such as the suffix *-ed* for the past tense and the modal verb *will* for the future.   + Present tense- *She walks to school in the morning.*   + Past tense- *She walked to school in the morning.*   + Future tense- *She will walk to school in the morning.* * Subject-verb agreement refers to the grammar rule that the verbs must match the number and person of the subject. For example *it goes… they go…* * Interrogative sentences ask a question.  They use a question mark at the end rather than a period. |

### 1.LU.2 Mechanics

1. Capitalize the first word in a sentence, proper nouns, and the pronoun I.
2. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
3. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

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| **1.LU.2 Mechanics** |
| * Students need to be able to identify statements and questions orally and in writing. Students should use appropriate capitalization and ending punctuation in writing.   + Statements are the most common type of sentence.  They state an idea. They end with a period. *I will stay after school.*   + Questions ask something. They end with a question mark. *How will you get home?* * First grade students need to apply the phonics features addressed in 1.FFR and 1.FFW in their writing. |

## Communication and Multimodal Literacies

**1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 1.C.1 Communication, Listening, and Collaboration

1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
2. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking questions to seek help, get information, or clarify information for further understanding.
5. Expressing ideas and needs in complete sentences.

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| **1.C.1 Communication, Listening, and Collaboration** |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In first grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content.  This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics. * When discussions follow clear guidelines that are agreed upon by the group, all students can contribute more comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation.  Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect. * Developing listening habits is essential for students to be effective collaborators. In first grade students learn to take turns, engage in purposeful conversations, and build off the responses from others. |

### 1.C.2 Speaking and Presentation of Ideas

1. Describe people, places, things, and events with relevant details and using appropriate vocabulary.
2. Speak audibly with appropriate pacing, prosody, and voice level.
3. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
4. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

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| **1.C.2 Speaking and Presentation of Ideas** |
| * The purpose of this standard is to support students’ growth with academic language and expressing their ideas clearly. * Students need to use a voice level that is appropriate for the setting, speak at a conversational pace, and apply appropriate expression. * In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement. * Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. This sets the foundation for expressing their ideas in a clear and organized way and connects to 1.W.2. * One way these standards are met is through dialogic read alouds, an interactive method that fosters student engagement, where the teacher and students interact with the text and each other.  Dialogic read alouds have a positive effect on oral language development (Zevenbergen and Whitehurst, 2003). * Choral speaking involves students responding in unison.  This increases student engagement and participation. |

**Research**

**1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

**1.R.1 Evaluation and Synthesis of Information**

A.    With prompting and support, generate research questions related to a given topic.

B.    Locate and collect information related to the given topic from pictures, texts, people, or provided sources.

C.    Use templates to organize the information collected (e.g., charts, graphs).

D.    Use drawing, writing, or dictation to record facts and information collected from research.

E.    In small or large group settings, informally share recorded information collected from research.

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| **1.R.1 Evaluation and Synthesis of Information** |
| * Research in first grade should be guided by the teacher and based on topics that support grade level content. * All students should understand that research can be used to answer questions or solve problems. * All students should understand that many different sources, including people, can help provide information. |