

We can match
the words we hear
to the words
we see.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

R1.1 Match oral words to printed words.

We can find
the title and
the author
of a story.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

R1.2 Identify the title and author of a reading selection.

We can point to
letters,
words, and
sentences.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

R1.3 Identify letters, words, and sentences.

We can hear
the beginning,
middle, and
ending sounds
in a word.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness

R1.4 Distinguish initial, medial, and final sounds in single-syllable words.

We can tell
the difference
between a short and
a long vowel sound.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Phonemic Awareness

R1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words.

We can think
of words that rhyme.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness

R1.6 Create and state a series of rhyming words, including consonant blends.

We can change
a letter in a word
to make another word.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness

R1.7 Add, delete, or change target sounds to change words.

We can
blend sounds
to make words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness

R1.8 Blend two to four phonemes into recognizable words.

We can say
each sound
in a word.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Phonemic Awareness

R1.9 Segment single syllable words into their components.

We can say the sounds
of all the letters
and consonant blends
to make words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

We can read
every day words
like the ones
on the word wall.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Decoding and Word Recognition

R1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).

We can use our
sound and spelling
cards
to read words
with special spelling.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Decoding and Word Recognition

English Language Arts Standards - 1st Grade

R1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

We can read
compound words
and contractions.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.13 Read compound words and contractions.

We can
read words
with special endings.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.14 Read inflectional forms and root words.

We can read
word families.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Decoding and Word Recognition
R1.15 Read common word families.

We can
read books aloud
in a voice
that others understand.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.16 Read aloud with fluency in a manner that sounds like natural speech.

We can sort words
that have something
in common.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Vocabulary and Concept Development
R1.17 Classify grade-appropriate categories of words.

We can follow
the order
of a story.

Reading: Reading Comprehension
Structural Features of Informational Materials
R2.1 Identify text that uses sequence or other logical order.

We can answer
'who', 'what', 'when',
'where', and 'how'
questions about a story.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.2 Respond to who, what, when, where, and how questions.

We can follow
written directions.

Reading: Reading Comprehension
Structural Features of Informational Materials
R2.3 Follow one-step written instructions.

We can use the other
words in a sentence to
help us understand
a new word.

Reading: Reading Comprehension

Structural Features of Informational Materials

R2.4 Use context to resolve ambiguities about word and sentence meanings.

We can check our
predictions about a
story by finding
key words.

Reading: Reading Comprehension

Structural Features of Informational Materials

R2.5 Confirm predictions about what will happen next in a text
by identifying key words.

We can think of our
own experiences
that are similar
to what we read.

Reading: Reading Comprehension
Structural Features of Informational Materials
R2.6 Relate prior knowledge to textual information.

We can tell
the main idea
of a story.

Reading: Reading Comprehension

Structural Features of Informational Materials

R2.7 Retell the central ideas of simple expository or narrative passages.

We can talk about
the plot, setting, and
characters in a story
and put the events
in order.

Reading: Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

R3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

We can tell
what authors
and illustrators do.

Reading: Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

R3.2 Describe the roles of authors and illustrators and their contributions to print materials.

We can remember,
talk about, and
write about
books we have read.

Reading: Literary Response and Analysis
Narrative Analysis of Grade-Level-Appropriate Text
R3.3 Recollect, talk, and write about books read during the school year.

We can write
about a topic.

Writing: Writing Strategies
Organization and Focus
W1.1 Select a focus when writing.

We can use
describing words.

Writing: Writing Strategies
Organization and Focus

W1.2 Use descriptive words when writing.

We can print letters
neatly on the line
and leave spaces
between words.

Writing: Writing Strategies
Penmanship

W1.3 Print legibly and space letters, words, and sentences appropriately.

We can write
different kinds
of stories
about an experience.

Writing: Writing Strategies

Writing Applications (Genres and Their Characteristics)

W2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Using our senses,
we can write about
something real
with describing words.

Writing: Writing Strategies

Writing Applications (Genres and Their Characteristics)

W2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

We can write
and speak
in complete sentences
that make sense.

Writing: Written and Oral English Language Conventions
Sentence Structure

LC1.1 Write and speak in complete, coherent sentences.

We can find
singular and
plural words
and use them correctly.

Writing: Written and Oral English Language Conventions
Grammar

LC1.2 Identify and correctly use singular and plural nouns.

We can use
contractions and
possessive pronouns
correctly.

Writing: Written and Oral English Language Conventions

Grammar

1.3 Identify and correctly use contractions and singular possessive pronouns
in writing and speaking.

We can give examples
of the three different
kinds of sentences.

Writing: Written and Oral English Language Conventions

Punctuation

LC1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

We can use periods,
exclamation marks,
and question marks
correctly at the end
of sentences.

Writing: Written and Oral English Language Conventions
Punctuation

LC1.5 Use a period, exclamation point, or question mark at the end of sentences.

We can use
correct punctuation
and capitals
when we write.

Writing: Written and Oral English Language Conventions

Punctuation

LC1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

We can use
a capital letter for the
first word in a sentence,
the names of people,
and the word “I”.

Writing: Written and Oral English Language Conventions
Capitalization

LC1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

We can spell words
with short vowels
and words
on the word wall.

Writing: Written and Oral English Language Conventions

Spelling

LC1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

We can
listen carefully
to others.

Listening and Speaking: Listening and Speaking Strategies
Comprehension
LS1.1 Listen attentively.

We can
ask questions
when we don't
understand.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.2 Ask questions for clarification and understanding.

We can follow
and give
two different directions.

Listening and Speaking: Listening and Speaking Strategies

Comprehension

LS1.3 Give, restate, and follow simple two-step directions.

We can talk about
a single topic.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication
LS1.4 Stay on the topic when speaking.

We can use
describing words
when speaking
about a topic.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication

LS1.5 Use descriptive words when speaking about people, places, things, and events.

We can say poems,
rhymes, songs,
and stories.

Listening and Speaking: Speaking Applications (Genres and Their Characteristics)
LS2.1 Recite poems, rhymes, songs, and stories.

We can retell stories
in the right order
of events
and answer questions
about the story.

Listening and Speaking: Speaking Applications (Genres and Their Characteristics)
LS2.2 Retell stories using basic story grammar and relating the sequence of story events by
answering who, what, when, where, why, and how questions.

We can tell stories
about our
personal experiences.

Listening and Speaking: Speaking Applications (Genres and Their Characteristics)
LS2.3 Relate an important life event or personal experience in a simple sequence.

We can
describe things
in detail.

Listening and Speaking: Speaking Applications (Genres and Their Characteristics)
LS2.4 Provide descriptions with careful attention to sensory detail.