

LANGUAGE ARTS CONTENT STANDARDS GRADE 1

READING

Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In grade one, students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: The standards for word analysis, fluency, and systematic vocabulary development are a key part of development in kindergarten through grade three. Although readers access words in many ways (whole words, decoding, word parts, and context) research has found that decoding, or the ability to apply knowledge of letter-sound correspondences to identify words, is fundamental to independent word recognition. The speed and ease with which good readers recognize words differentiate them from less successful readers.

Automaticity is the ability to recognize a word (or series of words in text) effortlessly and rapidly. The foundations of automatic word recognition begin in kindergarten through developing awareness of individual sounds and how sounds are associated with letters. Concepts about print, such as knowledge that readers and writers move from left to right, top to bottom, spacing of separate words, the connection between spoken and written language are also crucial to automatic recognition of words and sounds.

Proficient readers, writers, and speakers develop fluency with the fundamental skills and strategies. *Fluency* is defined as the accuracy and rate with which students perform reading tasks. In oral reading it includes additional dimensions that involve the quality of such reading (e.g., expression and intonation). To be considered fluent readers, students must perform a task or demonstrate a skill or strategy accurately, quickly, and effortlessly.

An important feature of language arts instruction in kindergarten through grade three is vocabulary development. Wide reading is essential to learning vocabulary and must be an integral component of instruction. At first teachers and parents should read to students, exposing them to vocabulary they are not yet able to read. As students develop proficiency in word recognition, they are taught independent word-learning strategies, such as learning meanings from context and using dictionaries and glossaries as instructional resources.

The primary means by which students learn new words is through independent reading. The volume of that reading is crucial. There is a strong relationship between decoding and vocabulary; decoding ability determines *how much* students read and, therefore, the size of vocabulary to which they are exposed. One of the most effective things that parents and teachers can do to help students develop vocabulary growth is to teach them to become fluent

readers and encourage them to read extensively. The process and benefits of independent reading must begin in the early grades if students are to meet the demands made in the upper elementary grades.

Concepts About Print

- **Match oral words to printed words.**
- Identify the title and author of a reading selection.
- **Identify letters, words, and sentences.**

Phonemic Awareness

- **Distinguish initial, medial, and final sounds in single-syllable words.**
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Create and state a series of rhyming words, including consonant blends.
- **Add, delete or change target sounds in order to change words (e.g., change cow to how; pan to an).**
- **Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).**
- **Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ =splat; /r/i/ch/ = rich).**

Decoding and Word Recognition

- **Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words.**
- **Read common, irregular sight words (e.g., the, have, said, come, give, of).**
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read compound words and contractions.
- **Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).**
- Read common word families (e.g., -ite, -ill, -ate).
- **Read aloud with fluency in a manner that sounds like natural speech.**

Vocabulary and Concept Development

- Classify grade-appropriate categories of words (e.g., concrete collections like animals and foods).

READING COMPREHENSION: An important building block in kindergarten through grade three is instruction in strategies related to reading comprehension, the ability to gain meaning from print and understand what is read. These strategies include predicting what will happen in a text, comparing information between sources, and answering essential questions. In kindergarten students learn to answer simple questions about *who* and *what*. More abstract *why* and *what if* questions are mastered in the first and second grades. These skills are taught directly in classrooms, just as decoding and vocabulary skills are taught. Parents can help children develop reading comprehension skills by reading aloud and talking about questions that

come up. Helping a child recognize what he or she already knows about the subject and explaining unfamiliar vocabulary also help children understand what is read.

Structural Features of Informational Materials

- Identify text which uses sequence and/or logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text (Kindergarten)

- **Respond to who, what, when, where, and how questions.**
- Follow one-step written instructions.
- Use context to resolve ambiguities about word and sentence meanings.
- **Confirm predictions about what will happen next in text by identifying key words (i.e., signpost words).**
- **Relate prior knowledge to textual information.**
- **Retell the central ideas of simple expository or narrative passages.**

LITERARY RESPONSE AND ANALYSIS:

In kindergarten through grade three, students develop their ability to analyze literature and distinguish between the structural features of narrative text (such as plot, characters, setting) and the various forms of narrative (e.g., myths, legends, fables). They learn the commonalities in narrative text and begin to understand how stories work.

Narrative Analysis of Grade-Level-Appropriate Text

- **Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending.**
- Describe the role and contribution of authors and illustrators to print materials.
- **Recollect, talk, and write about books read during the school year.**

WRITING

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

WRITING STRATEGIES AND APPLICATIONS: Students in kindergarten through grade three develop foundational writing strategies, applications, and conventions. They begin by forming letters and using their knowledge of letters and sounds to write words. In first grade they write sentences; by second and third grades they write progressively more sophisticated paragraphs. Penmanship progresses from legible printing in the first grade to cursive writing in the third grade. In first grade students begin to learn that writing is a process. The act of writing is made up of a set of thinking and composing processes used selectively by a writer. Students learn that writing consists of several phases (i.e., prewriting, drafting, revising, editing, and postwriting) that vary depending on the purpose and audience for writing. These phases are not always all used and need not occur in any fixed order. The dimensions of organization, grammar,

sentence structure, spelling, punctuation and capitalization, and handwriting are introduced and extended progressively.

With its emphasis on planning and revising for clarity, the writing process helps students understand that writing is not the same as speech written down. They learn the traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. The first five of these traits involve content (rather than spelling, punctuation, etc.) and directly address aspects of written communication that many students find challenging.

WRITING STRATEGIES:

Organization and Focus

- **Select a focus when writing.**
- **Use descriptive words when writing.**

Penmanship

- **Print legibly and space letters, words, and sentences appropriately.**

WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Using the Grade 1 writing strategies outlined in Writing Standard 1.0, students:

- **Write brief narratives describing an experience (e.g., fictional, autobiographical).**
- **Write brief expository descriptions of a real object, person, place, or event using sensory details.**

WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS

Students write and speak with a command of standard English conventions that are appropriate to each grade level.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: In kindergarten through grade three, written and oral English-language conventions are integrated within the areas (writing and speaking) where they are most directly applied. During this time, students learn to write and punctuate declarative, interrogative, imperative, and exclamatory sentences.

Spelling progresses from phonetic stages, during which children learn to represent sounds in simple words, to more advanced phonetic, rule-governed, and predictable patterns of spelling. Research shows that “temporary” spellings, specifically those used in the earliest stages of spelling development, can be helpful for developing understanding of the identity and segmentation of speech sounds and sound-spelling relationships. Conventionally correct spelling is developed through focused instruction and practice. Primary children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Fundamental skills in sentence structure, grammar, punctuation, capitalization, and spelling become building blocks for more advanced applications later.

Students are expected to have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

Sentence Structure

- Write and speak in complete, coherent sentences.

Grammar

- Identify and correctly use singular and plural nouns.
- Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive.
- Pronouns (e.g., 's, my/mine, his/her, hers, your/s) in writing and speaking.

Punctuation

- Distinguish between declarative, exclamatory, and interrogative sentences.
- Use period, exclamation point, or question mark at the end of sentences.
- Use knowledge of basic punctuation and capitalization when reading.

Capitalization

- Correctly capitalize the first word of a sentence, names of people, and the pronoun "I".

Spelling

- Spell three- and four-letter short-vowel words and phonetically spell other sight words correctly.

LISTENING AND SPEAKING

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

LISTENING AND SPEAKING STRATEGIES: In kindergarten through grade three, students develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in the other language arts. For example, as students learn to identify the major elements in stories, they practice retelling stories and include characters, settings, and major events. When speaking, they need systematic opportunities to use the vocabulary introduced in reading and writing. Students learn to listen and follow instructions that begin as one-step directions in kindergarten and progress to three and four steps in the second and third grades.

Comprehension

- **Listen attentively.**
- **Ask questions for clarification and understanding.**

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

Organization and Delivery of Oral Communication

- **Stay on topic when speaking.**
- Use descriptive words when speaking about people, places, things, and events.

SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Using the Grade 1 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- **Recite poems, rhymes, songs, and stories.**
- Retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions.
- **Relate an important life event or personal experience using simple sequencing.**
- Provide descriptions with careful attention to sensory detail.