

Language Arts Grade 1

Standard I: General Reading Processes

Goal A: Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

1. Discrimination Objectives – The student will be able to demonstrate understanding by:
 - a. Identifying initial, medial, and final sounds in one-syllable words.
 - b. Comparing one-syllable words using initial, medial, and final sounds.
 - c. Categorizing words as same or different by medial sounds.
2. Production Objective – The student will be able to produce sentences with rhyming and alliteration.
3. Blending Objective – The student will be able to blend sounds and syllables to form words (e.g., blend 3-4 phonemes into a word, such as f-a-s-t = fast).
4. Segmentation and Manipulation Objectives – The student will be able to:
 - a. Segment words into syllables.
 - b. Segment one-syllable words into phonemes (e.g., cat = /c/-/a/-/t/).
 - c. Delete syllables and/or sounds to form new words (e.g., “Say airplane without plane.” “Say cat without the /c/.”).
 - d. Add or change sounds to form new words (e.g., “Add /b/ to old.” “The word is mad. Change the last sound to /p/. What is the word?”).

Goal B: Decoding – During reading, the student will apply knowledge of letter/sound relationships (phonics), word structure (syntax), context clues (meaning), and sight words to decode unfamiliar words.

1. Letters/Sounds Objectives – The student will be able to:
 - a. Identify all upper and lower case letters of the alphabet, in a variety of scripts.
 - b. Produce letter/sound correspondences rapidly (i.e., 1 per second).
- 2A. Early 1 Phonics Objectives – The student will be able to use a variety of phonics skills to read unknown words in grade-level text, specifically:
 - a. Initial consonant sounds.
 - b. Ending consonant sounds.
 - c. Short vowel sounds: a, i, o.
 - d. Blend sounds to read one-syllable words with short vowels a, i, o that follow the CVC pattern (e.g., cat, him, top).
 - e. Common (e.g., -ill, -ate) word families.

- 2B. Early 2 Phonics Objectives – The student will be able to use a variety of phonics skills to read unknown words in grade-level text, specifically:
- a. 2-letter consonant blends: bl, br, cl, dr, fl, fr, gl pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, and tw.
 - b. 3-letter consonant blends: spl, scr, spr, str, and thr.
 - c. Consonant digraphs: ch, sh, wh, and th (voiced as in *the*, voiceless as in *thank*).
 - d. Some long vowel sounds formed by the final e pattern; vowel teams (e.g., ai, ay, ea, ee, ie, oa, ow as in *row*); and single vowels including y in the final position of one-syllable words as in *go*, *shy*.
 - e. Short vowel sounds: a, e, i, o, u.
 - f. Complex (e.g., -ight) word families.
 - g. Blend sounds to read words having initial and ending consonant blends; initial and ending digraphs; and the short vowels a, e, i, o, and u in a closed syllable pattern (e.g., frog, shed, desk, blush).
 - h. Blend one-syllable words that follow the CVCE pattern.
 - i. Use known word/part to decode unknown words (e.g., use *car* to decode *card*).
3. Word Structure Objective – The student will be able to use knowledge of word structure to sound out common word parts and break words into familiar parts through attention to compound words, contractions, and word endings.
4. Context Clues Objective – The student will be able to use word meanings and word order in sentences to read unknown words and confirm decoding efforts.
5. Sight Words Objectives – The student will be able to:
- a. Early 1: Recognize at least 25 high-frequency and common irregular sight words automatically.
 - b. Early 2: Recognize at least 100 high-frequency and common irregular sight words automatically.
 - c. Increase sight word vocabulary.
 - d. Use self-monitoring strategies to check for understanding.

Goal C: Fluency - The student will read orally from grade-level text with accuracy and expression at a rate that sounds like speech.

1. Reading Rate Objectives – The student will be able to:
 - a. Read familiar text at a rate that is conversational and consistent.
 - b. Read independent level text (95% success) at a minimum rate of 80 words read correctly per minute.
 - c. Read instructional level text (90% success) at a rate of 60-90 words read correctly per minute.
 - d. Adjust reading rate to accommodate purpose, style, and difficulty of text.
2. Accuracy Objectives – The student will be able to:
 - a. Reread and self-correct while reading.
 - b. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

3. Expression Objectives – The student will be able to:
 - a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text.
 - b. Use end punctuation, commas, and quotation marks to guide expression.
 - c. Use intonation (i.e., emphasis on certain words) to convey meaning.

Goal D: Vocabulary: The student will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

1. Exposure to Text Objectives – The student will be able to increase vocabulary through exposure to a variety of texts, specifically:
 - a. Acquire new vocabulary through listening to and reading a variety of literary and informational texts daily.
 - b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
 - c. Monitor text for unknown words using sentence context to find meaning.
 - d. Collect 5 - 8 new words for deeper study each week, across content areas.
2. Acquire New Concepts Objectives – The student will be able to develop a conceptual understanding of new words and phrases, specifically:
 - a. Sort grade-appropriate words into categories such as animals, adult/baby.
 - b. Identify antonyms and synonyms.
 - c. Identify and correctly use new words acquired through study of their relationship to other words.
3. Acquire New Vocabulary Objectives – The student will be able to understand and use new vocabulary, specifically:
 - a. Determine the meanings of unknown words by rereading, using context clues, and examining illustrations.
 - b. Make associations between known and unknown words.
 - c. Listen to and identify the explicit and implied meaning of new vocabulary in multiple contexts.
 - d. Use newly learned words on multiple occasions to reinforce meaning.
 - e. Use word structure to determine meaning of unknown words (e.g., contractions, inflectional endings, root/base words, prefixes, compound words).
 - f. Use resources to determine meaning of unknown words (e.g., primary/picture dictionaries, charts, posters, diagrams).

Goal E: General Reading Comprehension - The student will demonstrate a positive attitude toward reading and develop a variety of behaviors to understand what is read including self-correcting errors; comprehension strategies; before-, during-, and after-reading strategies; and reader response.

1. Positive Reading Attitude Objectives – The student will be able to develop a positive attitude and confidence in reading through exposure to a variety of texts, specifically:
 - a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective including areas such as race, gender, disability, religion, and socio-economic background.
 - b. Self-select appropriate text for a variety of purposes.
 - c. Read a minimum of 25 books representing various genres.
 - d. Recognize authors and stories that were previously read and discussed.
 - e. Discuss ideas/information gained from reading experiences with adults and peers in both formal and informal situations.
 - f. Define personal goals to refine reading performance.
2. Self-Correcting Objectives – The student will be able to attempt to self-correct a miscue by applying a variety of risk-taking behaviors such as:
 - a. Looking at illustrations (visual cue).
 - b. Predicting a word, reading on, and returning to confirm that it makes sense (meaning cue).
 - c. Looking at the letters and predicting a word (visual cue).
 - d. Predicting a word, reading on, and checking to hear if it sounds right (structure cue).
 - e. Looking for little words inside an unknown word (visual cue).
 - f. Going back to where a word was seen before (visual cue).
 - g. Attending to more than one cueing system (cross-checking).
 - h. Rereading the sentence to predict/confirm meaning.
3. Comprehension Strategies Objective – The student will be able to demonstrate the ability to interact with text to gain meaning by activating prior knowledge, predicting, clarifying, determining main ideas/themes, questioning, creating visual images, drawing inferences, and summarizing.
4. Before Reading Objectives – The student will be able to use strategies to prepare for reading, specifically:
 - a. Identify the type of text (i.e., fiction or nonfiction).
 - b. Set a purpose for reading.
 - c. Preview the text by examining the title, cover, and pictures.
 - d. Make connections to the text using prior knowledge and experience.
 - e. Make predictions and ask questions about the text.
5. During Reading Objectives – The student will be able to use strategies to make meaning while reading and to self-monitor comprehension, specifically:
 - a. Identify and question what does not make sense (self-monitor).
 - b. Clarify understanding of words and concepts.
 - c. Reread difficult parts slowly and carefully.
 - d. Use own words to restate difficult parts.
 - e. Attend to visual aids.
 - f. Look back through the text to search for connections between topics, events, characters, or actions in the text.

- g. Make, confirm, or adjust predictions.
 - h. Ask questions about the text.
 - i. Make inferences based on information in the text.
 - j. Visualize what was read.
6. After Reading Strategies – The student will be able to use strategies to deepen comprehension of the text, specifically:
 - a. Describe what the text is about.
 - b. Summarize the main ideas of the text.
 - c. Describe what is directly stated in the text (i.e., details, literal meaning).
 7. Reader Response Objectives – The student will be able to demonstrate comprehension of the text, specifically:
 - a. Engage in conversation to better understand what has been read.
 - b. Respond to text, in writing, in a variety of ways (e.g., journal entries, graphic organizers, constructed responses).
 - c. Answer literal questions (e.g., who, what, when, where) in writing.
 - d. Answer basic comprehension questions (e.g., what if, why, how) in writing.
 - e. Contribute to a group-generated, oral response to a higher-order-thinking (HOT) question.

Standard II: Informational Reading Processes

Goal A: Variety of Text – The student will read a variety of self-selected and assigned informational texts including nonfiction materials, functional documents, and materials related to personal interest.

1. Nonfiction Materials Objective – The student will be able to read a variety of nonfiction materials including content-related trade books, grade-appropriate reference materials, newspapers, magazines, articles, questionnaires/interviews, and multimedia resources.
2. Functional Documents Objective – The student will be able to read and use a variety of functional documents including sets of directions, science experiments, posters, fliers, menus, maps, rules, invitations, and recipes.
3. Personal Interest Objective – The student will be able to select and read personal interest materials such as brochures, books, magazines, and web sites.

Goal B: Text Features/Organizational Structures – The student will identify and use text features and organizational structures to facilitate understanding of informational texts.

1. Print Features Objective – The student will be able to identify and use print features to facilitate understanding of informational text including large bold print, font size/type, colored print, and italics.

2. **Graphic Aids Objective** – The student will be able to use graphic aids to facilitate understanding of informational text including pictures, maps, graphs, charts, tables, and diagrams.
3. **Informational Aids Objective** – The student will be able to use informational aids to facilitate understanding of informational text including materials lists, captions, glossed words, and labels.
4. **Organizational Aids Objectives** – The student will be able to use organizational aids to facilitate understanding of informational text including titles, tables of contents, numbered steps, and transition words.
5. **Organizational Structure Objective** – The student will be able to recognize methods for organizing informational text and words that signal their use including sequential order, cause/effect relationships, description, main idea and supporting details, and similarities and differences.

Goal C: Comprehension of Informational Text – The student will recognize important ideas and attend to how information is presented in informational text.

1. **Important Information in Text Objectives** – The student will be able to determine important ideas and messages in informational text, specifically:
 - a. State the text’s purpose.
 - b. Identify main ideas/messages.
 - c. Retell important facts from the text.
 - d. Make inferences and draw conclusions from the text to form new understanding.
 - e. Distinguish between fact and opinion.
 - f. Identify how someone might use the text.
 - g. Identify prior knowledge that clarifies the main idea of the text.
2. **Critical Evaluation Objectives** – The student will be able to read critically to evaluate informational text, specifically:
 - a. State whether the text fulfills the reading purpose.
 - b. Tell what the author could have done to make the text easier to understand.
 - c. Explain whether the author’s ideas are clear.
 - d. Identify connections between illustrations and text.
 - e. Compare information in different texts.
 - f. Identify words that affect the reader’s feelings.

Goal D: Information Literacy – The student will follow a systematic approach to information problem solving using the Super3 process.

1. **Planning Objectives** – The student will be able to demonstrate the ability to plan, specifically:
 - a. Identify the task.
 - b. Identify the criteria for the finished product.
 - c. Identify the information needed to solve the problem or complete the task.

2. Performance (Doing) Objectives – The student will be able to demonstrate their ability to complete the task or solve the problem, specifically:
 - a. Identify materials that will be useful in solving the problem/completing the task.
 - a. Determine the most appropriate sources to solve the problem/complete the task.
 - b. Extract and organize relevant information.
 - c. Present the information in the appropriate format.

3. Reviewing Objectives – The student will demonstrate the ability to evaluate the quality of the product and the effectiveness of the process, specifically:
 - a. Assess the product for completeness, strengths and weaknesses.
 - b. Determine the effectiveness of the process used to solve the problem.

Standard III: Literary Reading Processes

Goal A: Text Features/Elements – The student will recognize text features and elements of various literary genres.

1. Types of Text Objective - The student will be able to listen to, read, and discuss a variety of different types of literary texts such as plays, poems, folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction.

2. Text Features Objectives – The student will be able to use text features to facilitate understanding of literary texts, specifically:
 - a. Explain how the title contributes to meaning.
 - b. Identify and explain how text features such as illustrations, punctuation, and print features (e.g., bold print, colored print, font size, italics) contribute to meaning.

3. Narration Objectives – The student will be able to use elements of narrative texts to facilitate understanding, specifically:
 - a. Identify the elements of a story including characters, setting, problem, and solution.
 - b. Identify and explain characters’ thoughts, feelings, relationships, and actions.

4. Poetry Objectives – The student will be able to use elements of poetry to facilitate understanding, specifically:
 - a. Listen to and identify rhyme, rhythm (i.e., a regular beat and similarities of sounds in words), and repetition.
 - b. Summarize the events or tell the meaning of the poem.

5. Drama Objective – The student will be able to listen to and identify the characters, dialogue, and scenery of a play.

Goal B: Comprehension of Literary Text – The student will recognize important ideas and the use of specialized language in literary text.

1. Important Ideas in Text Objectives – The student will be able to determine important ideas and messages in literary texts, specifically:
 - a. Recognize the main idea.
 - b. Recognize a similar message in more than one text.
 - c. Retell the text or part of the text.
 - d. Summarize the text by stating the main idea and sequencing the important events.
 - e. Identify personal connections to the text.
 - f. Compare and contrast different versions of the same stories reflecting different cultures (e.g., the way people live, view themselves, and view others).
 - g. Describe character changes and steps characters take to solve a problem, when applicable.
 - h. Explain the connections between illustrations and text.
 - i. Compare characters in the text with other characters or real people, including self.

2. Use of Language Objectives – The student will be able to identify and describe the author’s use of language, specifically:
 - a. Language that appeals to the senses and feelings.
 - b. Repetition.
 - c. Specific words and punctuation that create tone.

Standard IV: Writing

Note: The 6+1 Traits of Writing have been noted within the objectives that particular traits support. Key for traits: (I) Ideas, (O) Organization, (V) Voice, (WC) Word Choice, (SF) Sentence fluency, (C) Conventions, (P) Presentation

Goal A: Composition - The student will compose in a variety of modes employing specific forms.

1. Write to Express Personal Ideas Objectives - The student will be able to compose oral, written, and visual presentations that express personal ideas, specifically:
 - a. Contribute to a shared writing experience or topic of interest. (I)
 - b. Present a message that includes details and personal experiences using dictation, picture writing, and complete and/or incomplete spelling. (I, O)
 - c. Present an organized message that is understandable with a beginning, middle, and end. (I, O)
 - d. Group related ideas and maintain a consistent focus. (I, O)
 - e. Use sensory details to expand ideas. (V, WC)

2. Write to Inform Objectives - The student will be able to compose oral, written, and visual presentations that inform by using details that support a topic with a clear beginning, middle, and end, specifically:
 - a. Identify and use sufficient information, including factual details and/or scientific observations, to adequately develop the topic using traditional and/or electronic retrieval sources. (I)
 - b. Develop a topic sentence and supporting sentences. (O)
 - c. Group related facts and maintain a consistent focus. (O)
 - d. Write descriptions that move through a sequence of events. (O)
 - e. Choose an appropriate form, such as a friendly informational letter, for the intended audience and purpose. (I, V)
 - f. Use content-related vocabulary and language to clarify the message for the intended audience. (V, WC)
3. Write to Persuade Objectives - The student will be able to compose oral, written, and visual presentations that persuade by selecting and supporting a stated opinion, specifically:
 - a. Develop a position statement and supporting sentences. (I)
 - b. Group related persuasive points and maintain a focus. (O)
 - c. Include relevant details and appropriate language to make the topic or message clear to the audience. (I, V, WC)
4. Write a variety of responses to text, such as response logs and journals. (I)

Goal B: Writing Process - The student will develop content by applying the appropriate steps of the writing process and recognizing its recursive nature.

1. Prewriting/Drafting Objectives - The student will be able to compose texts using prewriting and drafting strategies of effective writers and speakers, specifically:
 - a. Set a purpose, identify the audience, and choose an appropriate form. (I, O)
 - b. Generate ideas and topics and make a plan for writing based on discussion of common experiences. (I, O)
 - c. Identify sources of information on a topic such as trade books, classroom dictionaries, glossaries, indexes, maps, and news magazines. (O)
 - d. Use graphic organizers such as webs and story maps to organize ideas and information. (O)
 - e. Write a first draft with a main idea and supporting details. (I, O)
 - f. Use complete sentences. (O, SF)
2. Revising/Editing/Publishing Objectives - The student will be able to revise and edit for clarity, completeness of thoughts, and effectiveness (e.g., focus, and logical sequence), specifically:
 - a. Maintain the topic. (I)
 - b. Add ideas. (I)
 - c. Use suitable traditional and electronic resources to edit final copies for correctness in language usage and conventions such as capitalization, punctuation, and spelling. (C)
 - d. Prepare writing for publication. (P)

Goal C: Language Choices - The student will identify how language choices in writing and speaking affect thoughts and feelings.

1. Language Choice Objectives - The student will be able to assess the effectiveness of choice of details, word choice, and use of figurative language when composing, specifically:
 - a. Identify and use words to express feelings such as happiness, anger, sadness, and frustration. (WC, V)
 - b. Acquire and use new vocabulary. (WC)
 - c. Use descriptive words and other details to expand and improve writing. (WC, V)

Standard V: Conventions of Standard English

Goal A: Conventions - The student will control language by applying the conventions of Standard English in speaking and writing.

1. Grammar/Usage Objectives - The student will be able to comprehend and apply Standard English usage in oral and written language, specifically:
 - a. Recognize examples of conventional usage in personal and academic reading. (C)
 - b. Recognize when subjects and verbs agree. (C)
 - c. Recognize when personal nouns and pronouns agree. (C)
 - d. Recognize and use various parts of speech such as nouns, pronouns, and verbs. (C)
 - e. Distinguish between complete and incomplete sentences. (SF)
 - f. Compose simple sentences using correct word order. (SF)
2. Punctuation Objectives - The student will be able to apply Standard English punctuation in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically:
 - a. Use end punctuation such as periods, question marks, and exclamation points. (C)
 - b. Use periods in numbered lists. (C)
 - c. Use commas in dates and greetings (salutations) and closings in friendly letters. (C)
3. Capitalization Objectives - The student will be able to apply Standard English capitalization in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically:
 - a. Capitalize the beginning of a sentence. (C)
 - b. Capitalize the pronoun *I*. (C)
 - c. Capitalize proper nouns such as names. (C)
 - d. Capitalize the names of the days of the week. (C)

4. Spelling Objectives - The student will be able to recognize conventional spelling in and through personal and academic reading and apply conventional spelling in written language, specifically:
 - a. Spell some non-phonetic high frequency words.
 - b. Spell phonetically regular high frequency words.
 - c. Apply knowledge of spelling awareness when using incomplete spelling by:
 - Including beginning and final consonant sounds
 - Including medial consonants
 - Including vowel place holders
 - Writing a letter(s) for every sound heard
 - Identifying some words spelled incompletely
 - Spelling known words completely.
 - d. Spell grade-level appropriate pattern words including (**All bullets are C**):
 - (Ea1) One syllable, phonetically pure short vowel families with a, i, and o such as:
-ab,-ad, -ag, -am, -an, -ap, -at
-id, -ig, -im, -in, -ip, -it
-od, -ob, -og, -op, -ot,
 - (Ea 2) One-syllable, phonetically pure short vowel families with *e* and *u* such as:
-ed, -en, -et
-ug, -um, -un, -ut, -ub
 - (Ea 2) One-syllable, phonetically pure short vowel families beginning with 2-letter blends such as:
bl, cl, fl, gl, pl
br, cr, dr, fr, gr, tr
sl, sp, sn, sw
 - (Ea 2) One-syllable words beginning with digraphs ch, sh, and th
 - (Ea 2) One-syllable words made plural by adding –s with no change in spelling
 - e. Spell two-syllable words that follow regular spelling patterns including compound words. (C)
 - f. Encode words with simple blends. (C)
 - g. Spell words with simple prefixes and inflectional endings. (C)
 - h. Use temporary spelling to attempt unknown words. (C)
 - i. Access resources to spell unknown words such as labeled objects, word walls, content word charts, and pictionaries. (C)

5. Handwriting Objectives – The student will be able to produce writing that is legible to the audience, specifically (**All bullets are C**):
 - a. Hold writing utensil appropriately.
 - b. Use correct directional movement.
 - c. Form upper and lower case manuscript letters correctly.
 - d. Control size and spacing of manuscript letters and words on appropriately lined paper.
 - e. Use manuscript in daily assignments to build accuracy and automaticity.

Standard VI: Listening

Goal A: Listening – The student will demonstrate effective listening to learn, process, and analyze information.

1. Listening Objectives – The student will be able to comprehend and analyze what is heard, specifically:
 - a. Attend to the speaker and respond appropriately to clarify and understand.
 - b. Determine a speaker’s general purpose.
 - c. Identify rhythms and patterns of language including rhyme and repetition.
 - d. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.
 - e. Follow a set of multi-step directions.
 - f. Listen carefully to expand and enrich vocabulary.
 - g. Make judgments based on information from the speaker.

Standard VII: Speaking

Goal A: Speaking – The student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

1. Speaking Objectives – The student will use organization and delivery strategies, specifically:
 - a. Speak clearly enough to be heard and understood in a variety of settings.
 - b. Use verbal and nonverbal techniques useful in communication such as volume control and/or gestures.
 - c. Express complete thoughts when the situation calls for it.
 - d. Question others to clarify meaning and acquire information.
 - e. Voluntarily express relevant thoughts and ideas in both small and large groups.
 - f. Exhibit appropriate speaking behaviors such as being polite, taking turns, and listening to others.
 - g. Plan and deliver effective oral presentations.
 - h. Speak in a variety of situations to inform, persuade, and/or relate experiences.