



Archdiocese of Washington Catholic Schools

Academic Standards

English/Language Arts

1st GRADE

Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Concepts about Print

- 1.1.1 Match oral words to printed words.
- 1.1.2 Identify letters, words, and sentences.
- 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Phonemic Awareness

- 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).
Example: Tell the sound that comes at the beginning of the word *sun*. Tell the sound that comes at the end of the word *cloud*. Tell the sound that comes in the middle of the word *boat*.
- 1.1.5 Recognize different vowel sounds in orally stated single-syllable words.
Example: Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound.
- 1.1.6 Recognize that vowels' sounds can be represented by different letters.
- 1.1.7 Create and state a series of rhyming words.
- 1.1.8 Add, delete, or change sounds to change words.
Example: Tell what letter you would have to change to make the word *cow* into the word *how*. Tell what letter you would have to change to make the word *pan* into *an*.
- 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.



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Decoding and Word Recognition

- 1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*), and blend those sounds into recognizable words.
- 1.1.11 Read common sight words (words that are often seen and heard).
- 1.1.12 Use phonic and context clues as self-correction strategies when reading.
- 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).
- Example: Correctly read aloud the vowel sounds made in words, such as *ear, eat, near, their, or wear*.
- 1.1.14 Read common word patterns (*-ite, -ate*).
- Example: Read words, such as *gate, late, and kite*.
- 1.1.15 Read aloud smoothly and easily in familiar text.

Vocabulary and Concept Development

- 1.1.16 Read and understand simple compound words (*birthday, anything*) and contractions (*isn't, aren't, can't, won't*).
- 1.1.17 Read and understand root words (*look*) and their inflectional forms (*looks, looked, looking*).
- Example: Recognize that the *s* added to the end of *chair* makes it mean more than one chair. Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.
- 1.1.18 Classify categories of words.
- Example: Tell which of the following are fruits and which are vegetables: *bananas, oranges, apples, carrots, and peas*.
- 1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos and letters on the signs or symbols.



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Standard 2 - READING: Reading Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. At Grade 1, in addition to regular classroom reading, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).

Structural Features of Informational and Technical Materials

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.2 Identify text that uses sequence or other logical order.

Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like *The Bird Table* by Pauline Cartwright.

Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.3 Respond to *who*, *what*, *when*, *where*, *why*, and *how* questions and discuss the main idea of what is read.

Example: Read a story, such as *Frog and Toad Together* by Arnold Lobel or *There's an Alligator Under My Bed* by Mercer Mayer, and tell about the story, including the main idea, important events (what, when, why, how), setting (where), and characters (who).

1.2.4 Follow one-step written instructions.

1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

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

Example: Read part of a story, such as *The Musicians of Bremen: A Tale from Germany* by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as *The Carrot Seed* by Ruth Krauss, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.

1.2.7 Relate prior knowledge to what is read.

Example: Read a text or story, such as *My Sister Is My Friend* by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.



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Standard 3 - READING: Literary Response and Analysis

Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

Narrative Analysis of Grade-Level-Appropriate Text

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

Example: Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.

1.3.2 Describe the roles of authors and illustrators.

Example: Read a book, such as *The Very Hungry Caterpillar* by Eric Carle or *Where the Wild Things Are* by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.

1.3.3 Confirm predictions about what will happen next in a story.

1.3.4 Distinguish fantasy from reality.

1.3.5 Understand what is read by responding to questions. (who, what, when, where, why, how)

Standard 4 - WRITING: Writing Process

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

1.4.1 Discuss ideas and select a focus for group stories or other writing.

1.4.2 Use various organizational strategies to plan writing.

Evaluation and Revision

1.4.3 Revise writing for others to read.

1.4.4 Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.

1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).

1.4.6 Organize and classify information by constructing categories on the basis of observation.



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Standard 5 - WRITING: Writing Application (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:

1.5.1 Write brief narratives (stories) describing an experience.

Example: Write a short story titled *My Friend* describing an experience that is real or imagined.

1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.

1.5.3 Write simple rhymes.

1.5.4 Use descriptive words when writing.

Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.

1.5.5 Write for different purposes and to a specific audience or person.

Example: Write a thank-you note to the store manager after a field trip to the local supermarket.



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Standard 6 - WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

1.6.1 Print legibly and space letters, words, and sentences appropriately.

Sentence Structure

1.6.2 Write in complete sentences.

Grammar

1.6.3 Identify and correctly use singular and plural nouns (*dog/dogs*).

1.6.4 Identify and correctly write contractions (*isn't, aren't, can't*).

1.6.5 Identify and correctly write possessive nouns (*cat's meow, girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

Punctuation

1.6.6 Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

Capitalization

1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.6.8 Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).



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Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (rises and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 1.7.1 Listen attentively.
- 1.7.2 Ask questions for clarification and understanding.
- 1.7.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

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

Speaking Applications

- 1.7.6 Recite poems, rhymes, songs, and stories.
- 1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.
- 1.7.8 Relate an important life event or personal experience in a simple sequence.
- 1.7.9 Provide descriptions with careful attention to sensory detail.
- 1.7.10 Use visual aids such as pictures and objects to present oral information.