

Diocese of Bridgeport – ELA Standards – Grade 1



LITERATURE

STANDARD

SKILLS

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| <p>L 1.1</p> | <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> | <ul style="list-style-type: none"> • Tell stories from fiction and nonfiction picture books • Use strategies to evaluate visual images • Interpret and follow visual directions • Recall details from what is read • Appropriately apply strategies before, during, and after reading to construct meaning • Group words into meaningful phrases • Read with oral accuracy, expression, and speech-like pace (fluency) |
| <p>L 1.2</p> | <p>Use a variety of strategies to comprehend, interpret and evaluate text.</p> | <ul style="list-style-type: none"> • Organize information in proper sequence to use in a summary and/or retelling • Make and confirm predictions • Create mental pictures • Make inferences • Use graphic organizers to comprehend what was read • Read ahead or reread texts • Ask and answer questions about what was read • Summarize in own words what was read • Monitor own comprehension • Answer who, what, where, when, why and how questions |
| <p>L 1.3</p> | <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and then whole.</p> | <ul style="list-style-type: none"> • Use punctuation to make sense of what is read • Sequence events • Classify events • Identify that main plot – beginning, middle, and end • Identify the main theme • Identify the characters and setting • Identify the conflict and resolution • Identify cause and effect • Identify elements of a genre to help understanding texts |
| <p>L 1.4</p> | <p>Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience.</p> | <ul style="list-style-type: none"> • Read or listen to and respond to texts about different cultures and times • Discuss and respond to texts by making text-to-self and text-to-world connections • Retell classic children’s stories and poems • Distinguish between fact and opinion |

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| L 1.5 | Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it; and to read for personal enjoyment. | <ul style="list-style-type: none"> • Tell/read/listen to poems, stories, myths, articles from a diversity of cultures and relate these to personal experiences • Establish purpose of reading • Choose books to read for pleasure • Read silently |
| L 1.6 | Define and appropriately apply content-related vocabulary words, high frequency and sight words. | <ul style="list-style-type: none"> • Apply vocabulary skills to enrich comprehension • Relate new vocabulary words to familiar words to continually extend scope of reading • Recognize high frequency words automatically • Use picture clues and context clues • Apply phonics skills |
| L 1.7 | Assess how point of view or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> • Read or listen to text and explain its appeal • Identify and support author's purpose • Make predictions based on title, cover, and author • Interact with other readers in understanding text |
| L 1.8 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take. | <ul style="list-style-type: none"> • Make connections between different texts • Compare/contrast two separate texts |
| L 1.9 | Use a variety of technological and informational resources to gather information. | <ul style="list-style-type: none"> • Use digital resources to access information • Use simple electronic graphic organizers to chart information • Utilize text-to-speech tools as appropriate |
| L 1.10 | Read a variety of materials to learn about God's world and their faith. | <ul style="list-style-type: none"> • Students will read prayers aloud and silently • Students will read Bible stories • Students will read stories that model Gospel values • Student will read stories related to nature and the care of God's world |

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WRITING

STANDARD

SKILLS

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| W 1.1 | Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons. | <ul style="list-style-type: none"> • Identify reasons for writing • Write creatively every day • Write about an experience using language that is familiar • Write from a prompt • Write in personal journals |
| W 1.2 | Understand and use proper grammar and usage conventions in all written expression. | <ul style="list-style-type: none"> • Imitate teacher-modeled correct punctuation and capitalization in writing • Write a complete sentence using nouns, verbs and pronouns • Write a complete sentence using correct punctuation and capitalization independently |
| W 1.3 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | <ul style="list-style-type: none"> • Utilize pre-writing skills - choosing a topic, brainstorming, making lists, using graphic organizers • Utilize revising skills - teacher editing, peer to peer editing, self-editing, adding details, finding better words • Utilize editing skills - make corrections, spelling check, cut and paste |
| W 1.4 | Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. | <ul style="list-style-type: none"> • Use simple drawing technological tools such as circles, boxes, lines, pencil, brush, color etc. to create pictures to illustrate thoughts, ideas, and stories • Use software to type lists and simple sentences • Use editing software tools to improve writing • Write a simple email |
| W 1.5 | Draw evidence from literary or informational texts to support analysis, reflection and research. | <ul style="list-style-type: none"> • Write and record mathematical or scientific observations • Write directions for a simple activity • Write and illustrate metaphors or comparisons • Write a simple recipe |
| W 1.6 | Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience. | <ul style="list-style-type: none"> • Write using an appropriate sequence - beginning, middle, end • Write short story • Write a simple poem with rhyming words • Write and illustrate a simple narrative with one or two characters in chronological order • Write a simple letter • Write simple prayers and petitions for use in the classroom or school services |

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SPEAKING AND LISTENING

| <u>STANDARD</u> | <u>SKILLS</u> |
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| SL 1.1 Communicate orally using Standard English. | <ul style="list-style-type: none"> • Identify reasons for proper oral communication • Speak in complete sentences • Make eye contact when speaking • Ask questions when information is not clear |
| SL 1.2 Understand the importance of clear enunciation and volume. | <ul style="list-style-type: none"> • Speak clearly • Contribute to class discussions • Adjust volume to fit situations appropriately |
| SL 1.3 Develop active critical listening skills. | <ul style="list-style-type: none"> • Focus on the speaker • Make eye contact with the speaker • Respond to what is heard appropriately • Listen to and follow multi-step instructions |
| SL 1.4 Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | <ul style="list-style-type: none"> • Listen to others in conversation without interrupting • Listen courteously in assembly and classroom situations • Connect own experiences with those of another orally • Adjust oral language to fit the audience |
| SL 1.5 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | <ul style="list-style-type: none"> • Make informal presentations • Share/explain own work with others orally • Listen to information and share answers to comprehension questions orally |
| SL 1.6 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | <ul style="list-style-type: none"> • Discuss the importance of illustrations in stories • Create audio recordings of self • Retell stories orally • Sing songs with the class • Recite short poems • Participate in choral reading |
| SL 1.7 Listen with courtesy and reverence and participate actively during liturgy and prayer time. | <ul style="list-style-type: none"> • Participate in responses to prayers during liturgy • Pray with classmates during the school day • Listen with reverence during Mass and other prayer services |

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GRAMMAR AND MECHANICS

STANDARD

SKILLS

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| GM 1.1 | Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing. | <ul style="list-style-type: none">• Identify the four types of sentences - declarative, interrogative, imperative, exclamatory• Identify nouns and verbs• Begin to form plurals of nouns• Begin to identify verb tenses• Name self last• Use forms of the verb <i>to be</i> correctly• ELL - relate their first language to the above listed outcomes to increase competency in English |
| GM 1.2 | Demonstrate command of the conventions of Standard English capitalization and punctuation when writing. | <ul style="list-style-type: none">• Begin to properly capitalize: first words in sentences, proper nouns, days of the week, months, <i>I</i> (self), names• Begin to use proper punctuation at the end of different types of sentences correctly |

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SPELLING

| | <u>STANDARD</u> | <u>SKILLS</u> |
|------------------------|---|---|
| S 1.1 | Understand the importance of correct spelling. | <ul style="list-style-type: none">• Memorize and correctly spell core words• Self-correct misspelled words• Use spell-check and other technologies to spell correctly |
| S 1.2 | Understand and apply the sound-symbol relationship. | <ul style="list-style-type: none">• Spell words correctly based on spelling patterns• Use conventional spelling of common words; onset and rhyme, short vowel patterns, blends, digraphs, and long vowel silent <i>E</i>• Use spelling approximations, including beginning, middle and ending sounds• Apply knowledge of spelling patterns and sound-symbol relationships to new words• Take risks when spelling unfamiliar words |
| S 1.3 | Correctly spell content-related vocabulary and sight words. | <ul style="list-style-type: none">• Memorize and correctly spell 1st Grade high frequency words |

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HANDWRITING

| <u>STANDARD</u> | | <u>SKILLS</u> |
|------------------|---|---|
| H 1.1 | Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it. | <ul style="list-style-type: none">• Express him/herself legibly in written work• Self-correct written work• Copy from board, books, etc. with accuracy |
| H 1.2 | Achieve proficiency in manuscript writing to enable written communication. | <ul style="list-style-type: none">• Print first and last name independently• Know and use correct position for holding paper• Know and use correct posture• Demonstrate proper pencil grasp• Print legibly attending to size, spacing, letter formation• Form uppercase and lowercase letters• Create numbers 1-10 by using a series of continuous strokes• Recognize and name guidelines (headline, baseline, and midline)• Write continuously left to right• Form punctuation marks accurately (., ?, !) |

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PHONICS

| | | <u>STANDARD</u> | <u>SKILLS</u> |
|------------------|--|---|---|
| P 1.1 | | Understand and apply phonics and word analysis skills to decode and encode words. | <ul style="list-style-type: none"> • Identify short and long vowel sounds • Recognize <i>R, L, S</i> blends • Blend initial and final blends to form words and to read them • Create CVC patterns • Create CVCe and CVVC patterns • Recognize <i>sh, ch, ck, th, wh, kn</i>, digraphs • Blend words beginning and ending with digraphs • Identify <i>y</i> as a vowel • Demonstrate the ability to blend and segment long vowel words • Identify and use inflectional endings <i>-ed, -ing, -s</i> • Recognize the sounds of <i>ar, ir, er, ur, or</i> • Recognize rules to spell words • Identify and use contractions correctly • Identify and use compound words |
| P 1.2 | | Demonstrate understanding of spoken words, syllables, and sounds. | <ul style="list-style-type: none"> • Recognize letter sounds • Classify sounds • Initial, Medial and Final Consonant Sounds • Short Vowel vs. Long Vowel Sounds • Recognize pictures to match beginning, middle and ending sounds • Classify words by beginning, middle, and ending sounds • Demonstrate the ability to blend, segment and substitute phonemes • Build words: rhyming/word families • Segment and count syllables orally • Recognize and differentiate sounds in words presented in oral language |