

Grade 1 Instructional Overview and Considerations

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

First grade students learn skills that enable them to read and write more independently. An instructional priority must be that the students learn to extend their skills and exit the grade able to decode and recognize increasingly complex words accurately and automatically. Moreover, they should be able to write and spell those words and use them to communicate ideas and experiences. Concurrently, students must have broad and rich experiences to expand their knowledge of vocabulary and concepts and extend their exposure to and understanding of literary forms. As they write and speak, they should be able to apply the conventions and structures of sentences.

Students will need decodable text matching the decoding skills they are learning. In addition, they will need a broad array of high quality literature and informational texts to be read to them by the teacher as they develop listening comprehension skills required for reading comprehension. The separate forms of text are necessary because neither, by itself, is suitable or adequate to develop the full range of skills expected of first graders. Each type of text has a distinct and significant role in beginning reading instruction.

The 1999 California Reading/Language Arts Curriculum Framework gives excellent grade level specific guidelines, strategies, and many practical suggestions and examples that will help you select the best instructional resources and methods to teach all the components of the first grade language arts program.

The framework gives you:

- Guiding principles on how to teach phonemic awareness
- Guiding principles on how to teach decoding skills
- Strategies for teaching reading comprehension
- Strategies for teaching literary response and analysis
- Strategies for teaching organizational sequences of text (informational or narrative)
- Guidelines for instruction in spelling
- Guidelines for writing instruction
- Instructional consideration to improve sentence production
- Suggested activities that will allow you to integrate the standards across domains, strands, and academic disciplines
- Effective approaches to assess student learning
- ...and more

Grade 1 Content and Instructional Connections

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

The selected instructional strategies and materials must help students make connections between skills and strategies and learn to apply these skills in larger contexts and for authentic purposes, including those encountered in other academic disciplines, such as history, mathematics, and science. Without these connections instruction remains fragmented and without purpose.

The following activities listed in the 1999 California Reading/Language Arts Curriculum Framework will help you integrate standards across domains, strands, and academic disciplines. Appendix C in the California Framework gives samples of standards that span domains and strands.

1. Use known letters, phonemic awareness, letter-sound associations, and encoding skills to read, write, and spell words.
2. Reinforce the connections between phonemic awareness, translating a printed word into its letter-sound correspondences to reading the whole word, and spelling. Use words that students can read in spelling and writing activities.
3. Introduce words from stories in various instructional activities. Provide frequent opportunities for students to hear and practice new vocabulary.
4. Provide ample opportunities for students to hear stories read aloud and then discuss those stories.
5. Provide opportunities for students to retell stories based on their knowledge of story elements. Model how to retell familiar stories, emphasizing coherent English language conventions.
6. Use the grammar structure of the story to comprehend, retell, and compose stories.
7. Have students read (and read to them) stories and informational texts that address the first grade content standards in mathematics, science, and social sciences.

Grade 1 - Standards and Benchmark Proficiencies

READING – (R)

- Standard I Word Analysis, Fluency, and Systematic Vocabulary Development**
- Concepts About Print
 - Phonemic Awareness
 - Decoding and Word Recognition
 - Vocabulary and Concept Development
- Standard II Reading Comprehension**
- Structural Features of Informational Materials
 - Comprehension and Analysis of Grade-Level-Appropriate Text
- Standard III Literary Response and Analysis**
- Narrative Analysis of Grade-Level-Appropriate Text

WRITING – (W)

- Standard I Writing Strategies**
- Organization and Focus
 - Penmanship
- Standard II Writing Applications – Genres and Their Characteristics**
- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS– (WOL)

- Standard I Written and Oral Language Conventions**
- Sentence Structure
 - Grammar
 - Punctuation
 - Capitalization
 - Spelling

LISTENING AND SPEAKING – (LS)

- Standard I Listening and Speaking Strategies**
- Comprehension
 - Organization and Delivery of Oral Communication
- Standard II Speaking Applications–Genres and Their Characteristics**
- Speaking Applications

GRADE 1 - READING

(R)Standard I										
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>										
<p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Concepts about Print</i>				Timeline		Int.		Assessment		
Gr1.R.I.1 Match oral words to printed words.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr1.R.I.2 Identify the title and author of a reading selection.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr1.R.I.3 Identify letters, words, and sentences.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 1 - READING

(R)Standard I (continued)							
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Phonemic Awareness</i>							
Gr1.R.I.4 Distinguish initial, medial, and final sounds in single-syllable words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.R.I.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.R.I.6 Create and state a series of rhyming words, including consonant blends.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.R.I.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.R.I.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.R.I.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 1 - READING

(R)Standard I (continued)									
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>									
Legend									
Q/T= Quarter or Trimester									
Ong.=Ongoing									
Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other									
Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more									
Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Decoding and Word Recognition</i>				Timeline		Int.		Assessment	
Gr1.R.I.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.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.12 Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.13 Read compound words and contractions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.15 Read common word families (e.g., <i>-ite, -ate</i>).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
Gr1.R.I.16 Read aloud with fluency in a manner that sounds like natural speech.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3
<i>Vocabulary and Concept Development</i>				Timeline		Int.		Assessment	
Gr1.R.I.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2	2	2
	Q4	Ong.	O	3	3	3	3	3	3

GRADE 1 - READING

(R)Standard II *Reading Comprehension*

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). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr1.R.II.1 Identify text that uses sequence or other logical order.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

GRADE 1 - READING

(R)Standard II (continued) <i>Reading Comprehension</i>							
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr1.R.II.2 Respond to <i>who, what, when, where, and how</i> questions.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.II.3 Follow one-step written instructions.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.II.4 Use context to resolve ambiguities about word and sentence meanings.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.II.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.II.6 Relate prior knowledge to textual information.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.II.7 Retell the central ideas of simple expository or narrative passages.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 1 - READING

(R)Standard III							
<i>Literary Response And Analysis</i>							
<p>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 literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr1.R.III.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.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.III.2 Describe the roles of authors and illustrators and their contributions to print materials.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr1.R.III.3 Recollect, talk, and write about books read during the school year.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 1 - WRITING

(W)Standard I <i>Writing Strategies</i>								
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).								
Legend								
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Benchmarks								
<i>Organization and Focus</i>		Timeline		Int.	Assessment			
Gr1.W.I.1	Select a focus when writing.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
Gr1.W.I.2	Use descriptive words when writing.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
<i>Penmanship</i>		Timeline		Int.	Assessment			
Gr1.W.I.3	Print legibly and space letters, words, and sentences appropriately.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3

GRADE 1 - WRITING

(W)Standard II									
<i>Writing Applications (Genres and their Characteristics)</i>									
<p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard I.</p> <p>Using the writing strategies of grade three outlined in Writing Standard I, students:</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Writing Applications</i>				Timeline		Int.		Assessment	
Gr1.W.II.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr1.W.II.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 1

WRITTEN AND ORAL LANGUAGE DEVELOPMENT

(WOL) Standard I										
<i>Written and Oral English Language Conventions</i>										
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write and speak with a command of standard English conventions appropriate to this grade level.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Sentence Structure</i>				Timeline		Int.		Assessment		
Gr1.WOL.I.1 Write and speak in complete, coherent sentences.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Grammar</i>				Timeline		Int.		Assessment		
Gr1.WOL.I.2 Identify and correctly use singular and plural nouns.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr1.WOL.I.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Punctuation</i>				Timeline		Int.		Assessment		
Gr1.WOL.I.4 Distinguish between declarative, exclamatory, and interrogative sentences.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr1.WOL.I.5 Use a period, exclamation point, or question mark at the end of sentences.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr1.WOL.I.6 Use knowledge of the basic rules of punctuation and capitalization when writing.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 1

WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) Standard I (Continued)										
<i>Written and Oral English Language Conventions</i>										
Legend										
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number										
Benchmarks										
<i>Capitalization</i>				Timeline		Int.		Assessment		
Gr1.WOL.I.7 Capitalize the first word of a sentence, names of people, and the pronoun I.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Spelling</i>				Timeline		Int.		Assessment		
Gr1.WOL.I.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 1 LISTENING AND SPEAKING

(LS) - STANDARD I *Speaking Strategies*

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number

Benchmarks								
<i>Comprehension</i>		Timeline		Int.	Assessment			
Gr1.LS.I.1	Listen attentively.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
Gr1.LS.I.2	Ask questions for clarification and understanding.	T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
Gr1.LS.I.3	Give, restate, and follow simple two-step directions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
<i>Organization and Delivery of Oral Communication</i>		Timeline		Int.	Assessment			
Gr1.LS.I.4	Stay on the topic when speaking.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3
Gr1.LS.I.5	Use descriptive words when speaking about people, places, things, and events.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
		Q/T2	Ong.	SS	1	1	1	1
		Q/T3	Ong.	M/S	2	2	2	2
		Q4	Ong.	O	3	3	3	3

GRADE 1 LISTENING AND SPEAKING

STANDARD II

Speaking Applications (Genres and their Characteristics)

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 American English and the organizational and delivery strategies outlined in Listening and Speaking Standard I.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard I, students:

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

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Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Speaking Applications</i>	Timeline	Int.	Assessment				
Gr1.LS.II.1 Recite poems, rhymes, songs, and stories.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.LS.II.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.LS.II.3 Relate an important life event or personal experience in a simple sequence.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
Gr1.LS.II.4 Provide descriptions with careful attention to sensory detail.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3