### Montgomery County Public Schools

**English Benchmark Standards**

#### Grade 1

### First 9-Weeks

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<th>CONCEPT OF PRINT &amp; FLUENCY</th>
<th>PHONEMIC AWARENESS &amp; PHONETIC PRINCIPLES</th>
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<tr>
<td><strong>CONCEPTS OF PRINT</strong></td>
<td><strong>PHONEMIC PRINCIPLES</strong></td>
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<tr>
<td>1.5 The student will apply knowledge of how print is organized and read.</td>
<td>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</td>
<td>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</td>
</tr>
<tr>
<td>a) Read from left to right and top to bottom.</td>
<td>- Review consonant sounds as needed.</td>
<td>c) Use information from the story to understand the meaning of words.</td>
</tr>
<tr>
<td>b) Match spoken words with print.</td>
<td>a) Create rhyming words.</td>
<td>• Use pictures</td>
</tr>
<tr>
<td>c) I dentify letters.</td>
<td>• Orally produce words that rhyme with an orally given word.</td>
<td>• Build general vocabulary: school words, shape words, words for feelings, senses, number words, foods, days of the week, months of the year.</td>
</tr>
<tr>
<td>c) I dentify words.</td>
<td>b) Create rhyming words orally.</td>
<td>• Understand the difference between fiction and nonfiction and realistic and fantasy stories.</td>
</tr>
<tr>
<td>c) I dentify sentences.</td>
<td>c) Count phonemes (sounds) within one-syllable words.</td>
<td>f) Reread and self-correct.</td>
</tr>
<tr>
<td>Ending punctuation: period &amp; question mark.</td>
<td>d) Blend sounds to make one-syllable words.</td>
<td><strong>FICTION</strong></td>
</tr>
<tr>
<td>• Follow print from one line to next (return sweep).</td>
<td>• Short a and i in VC and CVC patterns.</td>
<td>1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</td>
</tr>
<tr>
<td>d) Read own writing.</td>
<td>• Short a and i in VC and CVC patterns.</td>
<td><strong>Leveled Readers, Shared Readings</strong></td>
</tr>
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<td><strong>FLUENCY</strong></td>
<td><strong>PHONETIC PRINCIPLES</strong></td>
<td>a) Preview the selection and make predictions.</td>
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<td>1.9 &amp; 1.10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</td>
<td>1.6 The student will apply phonetic principles to read and spell.</td>
<td>• Look at cover and illustrations.</td>
</tr>
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<td>h) Reread familiar leveled readers with fluency, accuracy and meaningful expression.</td>
<td><strong>DECODING</strong></td>
<td>• Read title.</td>
</tr>
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<td>i) Reread familiar leveled readers with fluency, accuracy and meaningful expression.</td>
<td>a) Use beginning consonants to decode single-syllable words.</td>
<td>c) Relate previous experiences to what is read (Text to Self connections).</td>
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<td>• Reread during independent reading time.</td>
<td>a) Use ending consonants to decode single-syllable words.</td>
<td>• Use own experiences to make sense of and talk about a character and what happens in a story.</td>
</tr>
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<td>and during teacher coached choral and echo reading.</td>
<td>f) Use word patterns to decode unfamiliar words.</td>
<td>f) Identify characters.</td>
</tr>
<tr>
<td>• Demonstrate automaticity with known high frequency words.</td>
<td>• Blend onset and rime.</td>
<td>• Use illustrations and details to describe characters.</td>
</tr>
<tr>
<td>• Apply phonics, meaning clues, and language structure to decode words.</td>
<td>• Blend short vowel (a, i; o, e, u) in VC and CVC patterns.</td>
<td>f) Identify setting.</td>
</tr>
<tr>
<td>• Demonstration fluency during oral reading.</td>
<td>h) Read common, high-frequency sight words, including go, on, the, and, here, not, too, we, a, have, to, who, in, do, for, I, is, me, my, said, your, are, he, live, they, where, and numbers 1-5: one, two, three, four, five. (See High Frequency Word List for complete list by 9-weeks.)</td>
<td>f) Use illustrations and details to describe the setting.</td>
</tr>
<tr>
<td>➢ Reflect meaning of end punctuation: period, question mark, exclamation mark.</td>
<td><strong>SPELLING</strong></td>
<td>f) Identify important events in a story.</td>
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<td>➢ Reflect meaning of specialized print, e.g. emphasis.</td>
<td>a) Use beginning consonants to spell single-syllable words.</td>
<td>• Use pictures</td>
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<td>➢ Read with expression.</td>
<td>a) Use ending consonants to spell single-syllable words.</td>
<td>• Build general vocabulary: school words, shape words, words for feelings, senses, number words, foods, days of the week, months of the year.</td>
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<td>➢ Apply the alphabetic principals while writing unfamiliar words.</td>
<td>f) Use word patterns (onset and rime) to decode unfamiliar words.</td>
<td>• Understand the difference between fiction and nonfiction and realistic and fantasy stories.</td>
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<td>➢ Answer who, where, and why questions about what is read.</td>
<td>• Single syllables words with m, s, c, t, n, f, p, b, r, h, g and short a and i.</td>
<td>f) Reread and self-correct.</td>
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<td>➢ Answer who, what, why questions.</td>
<td>• Single syllables words with d, w, l, x, y, k, v, qu, j, z, and short e and u.</td>
<td><strong>NONFICTION</strong></td>
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<td>➢ Complete graphic organizers: story structure, comparison/contrast.</td>
<td>• Apply the alphabetic principals while writing unfamiliar words.</td>
<td>1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Shared Readings, Leveled Readers &amp; Content Textbooks</td>
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<td>➢ Preview the selection.</td>
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<td>➢ Look at cover and illustrations.</td>
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<td>➢ Read title.</td>
<td>• Read title.</td>
<td>• Read title and headings.</td>
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<td>➢ Make, confirm, and revise predictions about content before, during, and after reading.</td>
<td>c) Set a purpose for reading.</td>
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<td>➢ Complete graphic organizers: story structure, comparison/contrast.</td>
<td>e) Answer who, when, where, what, why questions.</td>
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<td>➢ Complete graphic organizers: cause/effect, comparison/contrast.</td>
<td>f) Answer who, where, and why questions about what is read.</td>
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**FLUENCY**

1.9 & 1.10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

h) Reread familiar leveled readers with fluency, accuracy and meaningful expression.

- Reread during independent reading time, and during teacher coached choral and echo reading.
- Demonstrate automaticity with known high frequency words.
- Apply phonics, meaning clues, and language structure to decode words.
- Demonstration fluency during oral reading.
  - Reflect meaning of end punctuation: period, question mark, and exclamation mark.
  - Reflect meaning of specialized print, e.g. emphasis.
  - Read with expression.
# Montgomery County Public Schools

## English Benchmark Standards

### Writing & Research

**Writing About Reading**

**1.13** The student will write to communicate ideas for a variety of purposes.
- Use drawing to represent characters and/or actions from a story.
- Label drawings (dictated, phonetic spelling, or letter-like forms).

**Workshop Routine**

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

**Composing & Written Expression**

**1.13** The student will write to communicate ideas for a variety of purposes. Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing. List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report, Letter animal (See Grade 1 Prompt Rubric)

#### Prewriting

**a)** Generate ideas from personal experiences.
- Use mentor texts.
- Talk with a peer.
- Visualize based on a sentence starter/prompt given by the teacher.
- Draw a picture of what was visualized.
- Make a list of ideas to write about.
- Tell a story orally.

**Writing**

**b)** Focus on one topic.
- Write or dictate a sentence about a picture drawn in prewriting.
- Copy the sentence starter that prompted a picture in prewriting and finish the sentence with own words.
- Choose from a list, a topic to write about.
- Imitate sentence structure of mentor text.
- Write freely.

**c)** Revise by adding description when writing about people, places, things, and events.
- Add details to picture so it tells more.
- Add sentence that talk about the new picture details.
- Add sound words.

### Editing & Reference Tools

**Editing**

**Usage and Mechanics**

**1.13** The student will write to communicate ideas for a variety of purposes.
- Begin each sentence with a capital letter and use ending punctuation in final copies.
- Capitalize names.

**Spelling**

- Use correct spelling for commonly used sight words and phonically regular words.
- Use classroom resources to spell words, e.g., word wall.

**Print Conventions**

- Write left to right; top to bottom.
- Leave space between words.
- Capitalize /.
- Use end punctuation: period.

**Vocabulary of Print Conventions, Grammar, Usage, and Mechanics**

- Print: Capitalization/capital letter, punctuation, period, question mark, sentence.
- Grammar: noun/naming word, adjective/describing word; singular/plural.

### Handwriting

**1.12** The student will print legibly.

**a)** Form letters accurately.
- Use manuscript number formation.
- Use appropriate pencil grip.

**b)** Space words in sentences.

**c)** Apply the alphabetic code (sound/letter relationships) to write unknown words phonetically.

### Word Processing

**1.14** The student will use available technology for writing.

- Use digital tools to produce and publish writing.

See [Word Processing Skills Scope and Sequence](#).

### Speaking & Listening

**Oral Expression**

**1.1** The student will continue to demonstrate growth in the use of oral language.

**a)** Listen and respond to books/hear and discuss stories.

**b)** Listen and respond to electronic media.

**c)** Participate in a variety of oral language activities.
- Retell familiar stories orally.
- Retell familiar stories through informal drama.
- Dictate retelling of stories.
- Recite familiar rhymes, songs, and stories with repeated patterns.
- Participate in echo and choral speaking.
- Tell stories of their everyday life and interests.

**d)** Participate in creative dramatics.

**e)** Express ideas orally in complete sentences.

**Oral Interactions with Others**

**1.3** The student will adapt or change oral language to fit the situation.

**a)** Initiate conversation with peers and adults.
- Take turns listening and talking.
- Give full attention to person who is speaking.
- Speak clearly and listen on one another.
- Talk about their writing Reflecting on Writing time.
- Contribute to discussion about routines and behaviors.
- Participate in Class Meeting discussions.
- Learn “Turn to Your Partner” routine.
- Learn “Think, Pair, Share” routine.
- Express interest and appreciation for another’s writing.
- Read own story aloud.

**c)** Respond to questions in small-group settings.

**d)** Follow simple two-step oral directions.
- Understand time and position words when following directions: *e.g. first, second, next on, under beside, and over*.

**Listening and Speaking**

**1.2** The student will expand understanding and use of word meanings.

**a)** Increase listening and speaking vocabularies.
- Increase oral descriptive vocabulary (to describe actions, people, places, things, and ideas).
- Learn and use new words from class discussion and read aloud books.

**c)** Use common singular and plural nouns.

**d)** Use vocabulary from other content areas.
# English Benchmark Standards

## Second 9-Weeks

### Concepts of Print & Fluency

**1.5 The student will apply knowledge of how print is organized and read.**
- Read from left to right and top to bottom with return sweep.
- Match spoken words with print.
- Identify letters, words, and sentences.
- Identify ending punctuation: period, question mark, exclamation mark.
- Read own writing.

**FLUENCY**

**1.9 & .10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**

- Reread familiar leveled readers with fluency, accuracy and meaningful expression.
  - Reread during independent reading time, and during teacher coached choral and echo reading.
  - Demonstrate automaticity with known high frequency words.
  - Apply phonics, meaning clues, and language structure to decode words.
  - Demonstration fluency during oral reading.
    - Reflect meaning of end punctuation: period, question mark, exclamation mark.
    - Reflect meaning of specialized print, e.g. emphasis.
    - Read with expression.

### Phonemic Awareness & Phonetic Principles

**1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

**PHONEMES**
- Add and delete phonemes orally to change words.
- Identify whether middle vowel sound is same or different in set of one-syllable words.
- Blend sounds to make word parts and words.
- Segment one-syllable words into individual speech sounds.

**PHONETIC PRINCIPLES**

**1.6 The student will apply phonetic principles to read and spell.**

**DECODING**

- Use ending and beginning consonants to decode single-syllable words, including ending double consonants; ending ck, s as /z/; nd, ng, nk; possessives ’s; contractions ’s; plural s and verb endings -s, -ed, -ing, and beginning r clusters cr, dr, gr, tr; l clusters bl, cl, fl, gl, pl, sl.
- Blend vowel sounds to decode single-syllable words: blend short a, i, o, u (VC and CVC patterns) and long a (CVCe pattern).
- Blend beginning, middle, and ending sounds to recognize and read words; recognize silent beginning letters in the following: kn, wr, gn; apply knowledge of beginning and ending digraphs: sh, th, wh; ch, tch;
- Read common, high-frequency sight words, including of, see, like, some, by, there; come, your, read, she, their; more, these, could, how, her, was, would, ours, give. (See **High Frequency Word List** for complete list by 9-weeks.)

**DECODING STRATEGY**

- Look carefully at the word.
- Look for words parts you know and think about the sound for the letters.
- Blend the sounds to read the word.
- Ask yourself: Is it a word I know? Does it make sense in what I am reading?
- If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?

**SPELLING** (see **HM Expanded Word List** for specific patterns)

- Segment beginning, middle, and ending sound to write words.
- Use short vowel patterns VC and CVC to spell single-syllable words.
- Spell single syllable words beginning with consonant clusters with r (e.g., cr, dr, gr, tr) and beginning or ending with sh and ch.
- Use long vowel patterns CVCe to spell single-syllable words with long a or i.
  - Apply alphabetic principles while writing unfamiliar words.
  - Work at developmental spelling level based on **Words Their Way or Word Journeys**.

### Reading Comprehension

**1.7 The student will use semantic clues and syntax to expand vocabulary when reading.**

- c) Use information from the story.
- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- d) Use knowledge of sentence structure.
- f) Reread and self-correct.
  - Develop vocabulary to name and describe size, color, sounds, seasons; to show position, excitement; and to discuss content, texts, and stories.
- e) Learn and apply concept of opposite meaning (antonyms).

**1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary**

- a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter)

### Fiction

**1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Picture Books, and Letters**

- c) Relate previous experiences to what is read.
  - Use own experiences and knowledge to make sense of and talk about a character and story events.
- d) Make, confirm, and revise predictions about content when reading: before (preview selection) and during (based on what has been read).
- f) Identify characters.
  - Use illustrations and story details to describe characters.
- f) Identify setting.
  - Use illustrations and story details to describe the setting.
- f) Identify important events in a story; use important events to retell story and sequence events.
- e) Ask and answer who, what, where, when, why, and how questions.
- g) Retell stories and events, using beginning, middle, and end.
- h) Name/identify the character telling a story.
- i) Use story vocabulary: character, setting, problem; events; fiction

### Nonfiction

**1.10 The student will read and demonstrate comprehension of a variety of nonfiction: Magazine Articles, Leveled Readers, and Letters**

- a) Preview the selection: cover, title, headings, and illustrations.
- c) Set a purpose for reading.
- e) Make, confirm, and revise predictions about content before, during, and after reading.
- f) Identify place/setting.
- b) Relate previous experiences and knowledge to what is read.
- f) Identify topic: people, animals, event, etc. that are the subject of the selection.
- g) Identify main idea.
  - Summarize using main idea and details and sequence/flow chart organizer.
  - Complete Graphic Organizers bubble/cluster; classification/categorization
### Montgomery County Public Schools

#### English Benchmark Standards

##### Grade 1

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<td><strong>Usage and Mechanics</strong></td>
<td><strong>Oral Expression</strong></td>
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<td>1.13 The student will write to communicate ideas for a variety of purposes.</td>
<td>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</td>
<td>1.1 The student will continue to demonstrate growth in the use of oral language.</td>
</tr>
<tr>
<td>• Use drawing to represent characters and/or actions from a story and information from nonfiction.</td>
<td>Capitalize names.</td>
<td>a) Listen and respond to books, poems, and informational text: hear and discuss.</td>
</tr>
<tr>
<td>• Label drawings (dictated and phonetic spelling).</td>
<td>Use / and me appropriately in sentences.</td>
<td>a) Listen and respond to electronic media.</td>
</tr>
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<td>• Beginning to write sentence to answer a question.</td>
<td><strong>Spelling</strong></td>
<td>c/d) Participate in a variety of oral language activities.</td>
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<td><strong>Workshop Routine</strong></td>
<td><strong>Print Conventions</strong></td>
<td>• Tell and retell stories and events in logical order.</td>
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<td>• Gather for Getting Ready to Write.</td>
<td>• Write left to right; top to bottom.</td>
<td>• Recite and participate in choral speaking of familiar rhymes, songs, and poems with repeated pattern.</td>
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<td>• Write silently during Writing Time.</td>
<td>• Capitalize first word of sentence and 1.</td>
<td>• Ask and answer questions to gain information or clarify something.</td>
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<td>• Participate during Sharing Time</td>
<td>• Use end punctuation: period and question mark.</td>
<td>• Participate in creative dramatics.</td>
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<td>• Add ideas during Reflecting</td>
<td>d) Use complete sentences in final copies.</td>
<td><strong>Oral Interactions with Others</strong></td>
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<td><strong>Composing &amp; Written Expression</strong></td>
<td><strong>Vocabulary of Print Conventions, Grammar, Usage, and Mechanics</strong></td>
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<td>1.13 The student will write to communicate ideas for a variety of purposes.</td>
<td>Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks</td>
<td>a) Initiate conversation with peers and adults.</td>
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<td>Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing.</td>
<td>Grammar: noun/naming word, adjective/describing word; verb/action word; singular/plural; telling sentence; asking sentence; naming part of sentence/action part of sentence.</td>
<td>• Speak clearly and take turns listening and talking.</td>
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<td>List, Description, Narrative Story, Pattern Text (Innovations), Chart/Table, Informational Report (See Grade 1 Prompt Rubric)</td>
<td><strong>Handwriting</strong></td>
<td>• Talk about their writing</td>
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<td><strong>Prewriting</strong></td>
<td><strong>Writing</strong></td>
<td>• Read own story aloud.</td>
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<td>a) Generate ideas from personal experiences.</td>
<td>Write or dictate a sentence about a picture drawn in prewriting</td>
<td><strong>Listening and Speaking</strong></td>
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<td>• Use mentor texts.</td>
<td>Copy the sentence starter that prompted a picture in prewriting</td>
<td>1.2 The student will expand understanding and use of word meanings.</td>
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<td>• Talk with a peer.</td>
<td>Finish the sentence and use the own words.</td>
<td>a) Increase listening and speaking vocabularies: descriptive and naming vocabulary (actions/events, people, places, things, and ideas).</td>
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<td>• Visualize based on a sentence starter/prompt given by the teacher.</td>
<td>Choose from a list, a topic to write about.</td>
<td>b) Begin to ask for clarification and explanation of words; talk about the meaning of words as they are encountered in shared and interactive reading.</td>
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<td>• Draw a picture of what was visualized.</td>
<td>Imitate sentence structure of mentor text.</td>
<td>• Develop vocabulary to name and describe size, color, sounds, seasons; to show position, excitement; and content words for family, weather and other units of study.</td>
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<td>• Make a list of ideas to write about.</td>
<td>Write freely.</td>
<td>c) Learn and apply concept of opposite meaning (antonyms).</td>
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<td>• Tell a story orally.</td>
<td><strong>Word Processing</strong></td>
<td>d) Use vocabulary from other content areas.</td>
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<td><strong>Writing</strong></td>
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<td>b) Focus on one topic.</td>
<td>1.12 The student will print legible.</td>
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<td>• Write or dictate a sentence about a picture drawn in prewriting.</td>
<td>a) Form letters accurately.</td>
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<td>• Copy the sentence starter that prompted a picture in</td>
<td>b) Leave space between words and sentences.</td>
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<td>prewriting and finish the sentence with own words.</td>
<td>c) Use alphabetic code to write unknown words phonetically.</td>
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<td>• Choose from a list, a topic to write about.</td>
<td>• Use appropriate pencil grip.</td>
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<td>• Imitate sentence structure of mentor text.</td>
<td><strong>Word Processing</strong></td>
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<td>• Write freely.</td>
<td>1.14 The student will use available technology for writing.</td>
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<td>• Write beginning, middle, end.</td>
<td>• Use digital tools to produce and publish writing.</td>
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<td>c) Revise by adding description when writing about people, places, things, and events.</td>
<td>• See Word Processing Skills Scope and Sequence.</td>
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<td>• Add details to picture so it tells more.</td>
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<td>• Add sentence that talk about the new picture details.</td>
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<td>• Add sound words.</td>
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<td>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</td>
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<td>b) Match spoken words with print.</td>
<td>a) Use ending and beginning consonants and consonant digraphs and -s, -ed, -ing endings to decode single-syllable words.</td>
<td>a) Use words, phrases, and sentences.</td>
</tr>
<tr>
<td>c) Identify letters, words, and sentences.</td>
<td>• Begin to divide words into syllables, especially compound words.</td>
<td>b) Use titles and pictures.</td>
</tr>
<tr>
<td>c) Identify ending punctuation: period, question mark, exclamation mark.</td>
<td>• Blend vowel sounds to decode single-syllable words: blend long o, e (CV and CVCe patterns) and long u and i (CVCe pattern).</td>
<td>d) Use knowledge of sentence structure.</td>
</tr>
<tr>
<td>d) Read own writing.</td>
<td>e) Blend beginning, middle, and ending sounds to recognize and read words, including final clusters ft, lk, nt.</td>
<td>f) Reread and self-correct.</td>
</tr>
<tr>
<td><strong>FLUENCY</strong></td>
<td><strong>PHONETIC PRINCIPLES</strong></td>
<td>• Expand vocabulary to name and describe size, color, sounds; to show position, excitement, surprise; and to discuss content, texts, and stories.</td>
</tr>
<tr>
<td>1.9 &amp; 1.10 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</td>
<td>1.6 The student will apply phonetic principles to read and spell.</td>
<td>• Develop vocabulary of words to show action.</td>
</tr>
<tr>
<td>h/i) Reread familiar leveled readers with fluency, accuracy and meaningful expression.</td>
<td><strong>DECODING</strong></td>
<td>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</td>
</tr>
<tr>
<td>• Reread during independent reading time, and during teacher coached choral and echo reading.</td>
<td>a) Use ending and beginning consonants and consonant digraphs and -s, -ed, -ing endings to decode single-syllable words.</td>
<td>a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter).</td>
</tr>
<tr>
<td>• Demonstrate automatically with known high frequency words.</td>
<td>• Begin to divide words into syllables, especially compound words.</td>
<td>b) Use titles and pictures.</td>
</tr>
<tr>
<td>• Apply phonics, meaning clues, and language structure to decode words.</td>
<td>• Blend vowel sounds to decode single-syllable words: blend long o, e (CV and CVCe patterns) and long u and i (CVCe pattern).</td>
<td>d) Use knowledge of sentence structure.</td>
</tr>
<tr>
<td>• Demonstration fluency during oral reading.</td>
<td>e) Blend beginning, middle, and ending sounds to recognize and read words, including final clusters ft, lk, nt.</td>
<td>f) Reread and self-correct.</td>
</tr>
<tr>
<td>• Reflect meaning of end punctuation: period, question mark, exclamation mark.</td>
<td>• Decode vowel pairs: ee, ea, ai, ay; oo, ow; ew, ew, ou, ow; (short) oo; compound words; (long) i, eigh.</td>
<td>• Expand vocabulary to name and describe size, color, sounds; to show position, excitement, surprise; and to discuss content, texts, and stories.</td>
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<td>• Reflect meaning of specialized print, e.g. emphasis.</td>
<td>h) Read common, high-frequency sight words, including by, now, there, through, been, goes, soon; again, both, gone, or; about, because, eight, ready, were (See High Frequency Word List by 9-weeks.)</td>
<td>• Develop vocabulary of words to show action.</td>
</tr>
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<td>• Read with expression.</td>
<td><strong>DECODING STRATEGY</strong></td>
<td>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</td>
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<tr>
<td></td>
<td>➢ Look carefully at the word.</td>
<td>a) Use words, phrases, and sentences.</td>
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<td></td>
<td>➢ Look for words parts you know and think about the sound for the letter.</td>
<td>b) Use titles and pictures.</td>
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<td>➢ Blend the sounds to read the word.</td>
<td>d) Use knowledge of sentence structure.</td>
</tr>
<tr>
<td></td>
<td>➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</td>
<td>f) Reread and self-correct.</td>
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<tr>
<td></td>
<td>➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?</td>
<td>• Expand vocabulary to name and describe size, color, sounds; to show position, excitement, surprise; and to discuss content, texts, and stories.</td>
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<td><strong>SPELLING</strong> (see HM Expanded Word List for specific patterns)</td>
<td>• Develop vocabulary of words to show action.</td>
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<tr>
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<td>f) Segment beginning, middle, and ending to write words.</td>
<td>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</td>
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<td></td>
<td>f) Use long vowel patterns for a, e, o, u to spell single-syllable words.</td>
<td>a) Use knowledge of alphabetical order by first letters (list of 5 words by first letter).</td>
</tr>
<tr>
<td></td>
<td>f) Use vowel patterns for long and short oo and /ou/ sound to spell single-syllable words.</td>
<td>b) Use titles and pictures.</td>
</tr>
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<td></td>
<td>f) Add –s ending to nouns and –ed and –ing endings to verbs.</td>
<td>d) Use knowledge of sentence structure.</td>
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<tr>
<td></td>
<td>h) Spell commonly used sight words</td>
<td>f) Reread and self-correct.</td>
</tr>
<tr>
<td></td>
<td>• Use available word resources, e.g., word wall.</td>
<td>• Expand vocabulary to name and describe size, color, sounds; to show position, excitement, surprise; and to discuss content, texts, and stories.</td>
</tr>
<tr>
<td></td>
<td>• Apply alphabetic principals while writing unfamiliar words.</td>
<td>• Develop vocabulary of words to show action.</td>
</tr>
<tr>
<td></td>
<td>• Work at developmental spelling level based on Words Their Way or Word Journeys.</td>
<td>1.11 The student will use simple reference materials: Picture Dictionary and Personal Word Dictionary</td>
</tr>
</tbody>
</table>

**COMPREHENSION**

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- a) Use information from the text.
- b) Use titles and pictures.
- c) Use knowledge of sentence structure.
- d) Use knowledge of story structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.
- g) Ask and answer who, what, why, when, where, and how questions.
- h) Retell stories and events in poems, using beginning, middle, and end.
- i) Identify words and phrases in stories and poems that suggest feelings or appeal to senses.
- j) Identify and describe characters, setting, and story events.
- k) Retell and sequence the story using the important events.
- l) Name/identify the character telling a story.
- m) Use story vocabulary: character, setting, problem; beginning, middle, end; events; fiction.

**FICTION**

1.9 The student will read and demonstrate comprehension of a variety of fiction: Leveled Readers, Picture & Chapter Books, and Poems
- a) Relate previous experiences to what is read.
- b) Make own experiences and knowledge to make sense of and talk about a character and story events.
- c) Understand the selection: cover, title, headings, illustrations, photographs, caption, and table of contents and set a purpose for reading.
- d) Ask and answer who, what, where, when, why, and how questions.
- e) Make, confirm, and revise predictions about content before, during, and after reading.
- f) Identify main idea.
- g) Relate previous experiences to what is read. (Text to Self & Text to World)
- h) Identify topic: people, animals, event, etc. that are the subject of the selection and important information about the topic.
- i) Use nonfiction vocabulary: heading, illustration, nonfiction, information, fact.
- j) Summarize using main idea and details and sequence/flow chart organizer.
- k) Complete Graphic Organizers bubble/cluster; classification/categorization.
### WRITING & RESEARCH

**Writing About Reading**

1.13 The student will write to communicate ideas for a variety of purposes.
- Use drawing to represent characters and/or actions from a story and information from nonfiction.
- Label drawings (dictated and phonetic spelling).
- Beginning to write sentence to answer a question.

**Workshop Routine**
- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

**Composing & Written Expression**

1.13 The student will write to communicate ideas for a variety of purposes. Participate in Shared, Interactive, Language Experience class/group writing and Independent Writing. Listing, Describing, Telling Story, Pattern Text (Innovations), Chart/Table, Informational Report, Persuasive Letter (See Grade 1 Prompt Rubric)

**Prewriting**
- a) Generate ideas from personal experiences.
  - Use mentor texts.
  - Talk with a peer.
  - Visualize based on a sentence starter/prompt given by the teacher.
  - Draw a picture of what was visualized.
  - Make a list of ideas to write about.
  - Tell a story orally.

**Writing**
- b) Focus on one topic.
  - Write or dictate a sentence about a picture drawn in prewriting.
  - Copy the sentence starter that prompted a picture in prewriting and finish the sentence with own words.
  - Choose from a list, a topic to write about.
  - Imitate sentence structure of mentor text.
  - Write freely.
- d) Revise by adding description when writing about people, places, things, and events.
  - Add details to picture so it tells more.
  - Add sentence that talk about the new picture details.
  - Add sound words.
  - Include a beginning, middle, and end.

### EDITING & REFERENCE TOOLS

**Editing**

**Usage and Mechanics**

1.13 The student will write to communicate ideas for a variety of purposes.
- e) Begin each sentence with a capital letter and use ending punctuation (period and question mark) in final copies.
- f) Use correct spelling for commonly used sight words and phonically regular words.
  - Use classroom resources to spell words, e.g., word wall.

**Vocabulary of Print Conventions, Grammar, Usage, and Mechanics**
- Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks
- Grammar: telling sentence, asking sentence; noun, adjective/describing word; verb/action word; singular/plural; naming part of sentence/action part of sentence.

**Handwriting**
- Write left to right; top to bottom.
- Leave space between words and sentences.
- Use alphabetic code to write unknown words phonetically.
- Form letters and use pencil grip appropriately.

**Word Processing**

1.14 The student will use available technology for writing.
- Use digital tools to produce and publish writing.
- See Word Processing Skills Scope and Sequence.

### SPEAKING & LISTENING

**Oral Expression**

1.1 The student will continue to demonstrate growth in the use of oral language.
  - a) Listen and respond to books, poems, and informational text: hear and discuss.
  - b) Listen and respond to electronic media.
  - c/d) Participate in a variety of oral language activities.

**Oral Interactions with Others**

1.3 The student will adapt or change oral language to fit the situation.
  - a) Initiate conversation with peers and adults.
  - b) Speak clearly and take turns listening and talking.
  - c) Ask and answer questions to gain information or clarify something.
  - d) Participate in creative dramas.

**Listening and Speaking**

1.2 The student will expand understanding and use of word meanings.
  - a) Increase listening and speaking vocabularies: descriptive and naming vocabulary: prepositions, adjectives, and nouns (actions/events, people, places, things, and ideas).
  - b) Begin to ask for clarification and explanation of words; talk about the meaning of words as they are encountered in shared and interactive reading.
  - c) Use common singular and plural nouns with agreeing verbs.
<table>
<thead>
<tr>
<th><strong>CONCEPTS OF PRINT</strong></th>
<th><strong>PHONEMIC AWARENESS &amp; PHONETIC PRINCIPLES</strong></th>
<th><strong>READING COMPREHENSION</strong></th>
</tr>
</thead>
<tbody>
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<td>1.5 The student will apply knowledge of how print is organized and read.</td>
<td><strong>PHONEMIC PRINCIPLES</strong>&lt;br&gt;&lt;br&gt;1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</td>
<td><strong>VOCABULARY</strong>&lt;br&gt;&lt;br&gt;1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</td>
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<td>b) Match spoken words with print.&lt;br&gt; c) Identify letters, words, and sentences.&lt;br&gt; d) Read own writing.</td>
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  - c) Revise by adding description and sensory detail when writing about people, places, things, and events; use technical vocabulary of nonfiction.
    - Add details to picture so it tells more.
    - Add sentence that talk about the new picture details.
    - Interesting and specific details.
    - Include a beginning, middle, and end.

### Editing & Reference Tools

**Editing**

**Usage and Mechanics**

1.13 The student will write to communicate ideas for a variety of purposes.

- e) Begin each sentence with a capital letter and use ending punctuation (period, question mark, exclamation mark) in final copies.
- Capitalize / and names.
- Use / and me appropriately in sentences.
- Beginning to indent paragraph.
- Use apostrophe in simple contractions.
- d) Use complete sentences in final copies.
- Use correct spelling for commonly used sight words.
- Spell: capitalization/capital letter, punctuation, speech/quotation marks
- Grammar: telling sentence, asking sentence; speech/quotation marks
- Use I and me appropriately in sentences.
- Capitalize I and names.

**Spelling**

- f) Use correct spelling for commonly used sight words and phonically regular words (3 and 4 letter short vowel words).
- Use classroom resources/word wall to spell.

**Vocabulary of Print Conventions, Grammar, Usage, and Mechanics**

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**Author’s Voice**

- Adds interest; natural sounding sentences.

**Handwriting**

- a) Increase listening and speaking vocabularies: descriptive and naming vocabulary: prepositions, adjectives, and nouns (actions/events, people, places, things, and ideas).
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**Listening and Speaking**

- a) Listen and respond to electronic media.
- b) Participate in a variety of oral language activities.
- c) Express ideas orally in complete sentences.
- d) Use common singular and plural nouns with agreeing verbs.

**Oral Expression**

- a) Listen and respond to books, poems, and informational text: hear and discuss.
- a) Listen and respond to electronic media.
- c) Participate in a variety of oral language activities.
- d) Give and follow simple two-step oral directions.

1.1 The student will continue to demonstrate growth in the use of oral language.

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