

Jackson Area Catholic Schools

Language Arts Academic Standards for First Grade

Reading

Concepts of Print

- R.CP.01.01** The student will demonstrate concepts of print in shared or individual settings for multiple purposes using a variety of texts.
- R.CP.01.02** The student will recognize and use upper/lower case letters correctly in print.
- R.CP.01.03** The student will use punctuation correctly to gain understanding of written material while reading.
- R.CP.01.04** The student will be able to demonstrate print to speech correspondence when reading.
- R.CP.01.05** The student will identify the author and illustrator of each story.

Word Recognition and Word Study

Phonemic Awareness

- R.WS.01.01** The student will demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletions.
- R.WS.01.02** The student will recognize that words are composed of sounds blended together and carry meaning.

Phonics

- R.WS.01.03** The student will understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04** The student will recognize phonetic concepts; beginning/ending consonant sounds, short/long vowel sounds, blends/digraphs, word families, onsets and rimes.

R.WS.01.04a The student will increase fluency and construct meaning by incorporating phonetic skills to include selected word families, consonants, and vowel sounds while reading, expanding vocabulary to improve reading skills.

R.WS.01.04b The student will identify and use contractions, compound words, homonyms, synonyms and antonyms.

R.WS.01.04c The student will construct meaning by using prefixes and suffixes.

Word Recognition

R.WS.01.05 The student will automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

R.WS.01.06 The student will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastering in third grade.

R.WS.01.07 The student will use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

R.WS.01.08 The student will use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.

R.WS.01.09 The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary

R.WS.01.10 The student will, in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Fluency

- R.FL.01.01** The student will automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.
- R.FL.01.02** The student will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
- R.FL.01.03** The student will read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level
- R.FL.01.04** The student will read stories with fluency and expression using selected reading strategies to construct meaning.
- R.FL.01.05** The student will listen and interact while reading with others.
- R.FL.01.06** The student will construct meaning through silent, oral, choral, and shared reading.
- R.FL.01.07** The student will develop and understand vocabulary by using context clues and varied strategies.

Narrative Text

- R.NT.01.01** The student will recognize how various cultures and our common heritage area represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
- R.NT.01.02** The student will identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.
- R.NT.01.03** The student will identify problem/solution, sequence of events, and sense of story (beginning, middle and end).
- R.NT.01.03a* The student will read stories, focusing on setting, characters, problem, solution, and theme.
- R.NT.01.03b* The student will identify and analyze setting, characters, problem/solution, theme/main idea, cause/effect, plot/sequence, and context clues/predicting.
- R.NT.01.03c* The student will use the above skills to recall and summarize the material read.

R.NT.01.03d The student will investigate text features such as table of contents, glossary, webbing/mapping, and Venn diagrams.

R.NT.01.03e The student will recognize various genre including realistic fiction, nonfiction, fantasy, fables, and folk tales.

R.NT.01.03f The student will make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas through oral and written responses.

R.NT.01.04 The student will identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Informational Text

R.IT.01.01 The student will identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.IT.01.02 The student will discuss informational text patterns including descriptive, sequential, and enumerative.

R.IT.01.03 The student will explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.IT.01.04 The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Comprehension

R.CM.01.01 The student will make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

- R.CM.01.02** The student will retell in sequence up to three important ideas and details of familiar simple oral and written text.
- R.CM.01.03** The student will compare and contrast relationships among characters, event, and key ideas within and across text to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
- R.CM.01.04** The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

- R.MT.01.01** The student will self monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.
- R.MT.01.02** The student will self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.
- R.MT.01.03** The student will plan monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.
- R.MT.01.04** The student will self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Critical Standards

- R.CS.01.01** The student will develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

Reading Attitude

- R.AT.01.01** The student will be enthusiastic about reading and learning how to read.
- R.AT.01.02** The student will do substantial reading and writing on their own during free time in school and at home.

- R.AT.01.03** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.01.01** The student will write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.
- W.GN.01.02** The student will approximate poetry based on reading a wide variety and grade-appropriate poetry.
- W.GN.01.03** The student will write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include heading, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.' Organize the information and use the writing process to develop a project.
- W.GN.01.04** The student will use a teacher-selected topic to write on research question; locate and begin to gather information from teacher-selected resources, organize the information and use the writing process to develop a project.
- W.GN.01.05** The student will write for multiple purposes and produce a variety of texts, such as stories, journals, letters, and poetry.

Writing Process

- W.PR.01.01** The student will, with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.
- W.PR.01.02** The student will draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.
- W.PR.01.03** The student will attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).

- W.PR.01.04** The student will attempt to proofread and edit writing/pictures using appropriate resource including a word wall and a class-developed checklist, both individually and in groups.
- W.PR.01.05** The student will write at least three related sentences about a topic.
- W.PR.01.06** The student will write a main idea sentence.
- W.PR.01.07** The student will write detail sentences for a paragraph.

Personal Style

- W.PS.01.01** The student will develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).

Spelling

- W.SP.01.01** The student will, in the context of writing, correctly spell frequently encountered one-syllable words from common word families.
- W.SP.01.02** The student will, in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).
- W.SP.01.03** The student will demonstrate an understanding of basic spelling rules and correctly spell words taught.
- W.SP.01.04** The student will use basic spelling rules.

Handwriting

- W.HW.01.01** The student will write upper and lower case manuscript letters legibly.

Grammar and Usage

- W.GR.01.01** The student will use correct capitalization.
- W.GR.01.02** The student will capitalize sentences correctly.
- W.GR.01.03** The student will capitalize proper nouns correctly.
- W.GR.01.04** The student will capitalize titles correctly.

- W.GR.01.05** The student will correctly use punctuation.
- W.GR.01.06** The student will identify quotation marks, commas, and apostrophes in sentences.
- W.GR.01.07** The student will correctly use periods, question marks, and exclamation marks when writing sentences.
- W.GR.01.08** The student will identify and write correctly three types of sentences: statements, question, and exclamations.
- W.GR.01.09** The student will identify and use parts of speech (nouns, verbs, and adjectives) correctly.

Writing Attitude

- W.AT.01.01** The student will be enthusiastic about writing and learning to write.
- W.AT.01.02** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.
- W.AT.01.03** The student will demonstrate through writing an understanding of their Catholic/Christian Faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.01.01** The student will use common grammatical structure correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).
- S.CN.01.02** The student will explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.
- S.CN.01.03** The student will speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.
- S.CN.01.04** The student will present in standard English if it is their first language, (Students whose first language is not English will present in their developing version of standard American English).
- S.CN.01.05** The student will understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.

Discourse

- S.DS.01.01** The student will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.
- S.DS.01.02** The student will tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequenced while maintaining appropriate posture and eye contact, using a prop for support.
- S.DS.01.03** The student will respond to multiple text types by reflecting, making meaning, and making connections.

- S.DS.01.04** The student will plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintain appropriate posture and eye contact using prop.

Listening and Viewing

Conventions

- L.CN.00.01** The student will understand and follow one-and two-step directions.
- L.CN.00.02** The student will ask appropriate questions during a presentation/report.
- L.CN.00.03** The student will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors in small and large group settings; listen to each other, interact, and respond appropriately.
- L.CN.00.04** The student will begin to evaluate messages they experience, learning to differentiate between sender and receiver.

Response

- L.PR.01.01** The student will listen to or view knowledgeably and discuss a variety of genre.
- L.PR.01.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.PR.01.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

Research

Strategy

- RS.S.01.01** The student will research topics using multiple resources to identify key ideas and gather relevant information.
- RS.S.01.02** The student will use informational genre (maps, globes, dictionaries, encyclopedias, texts, and the Internet).
- RS.S.01.03** The student will use a computer.

- RS.S.01.04** The student will begin library research by comparing and contrasting various books.
- RS.S.01.05** The student will contribute to class research projects by adding relevant information to class books and sharing.