

ENGLISH LANGUAGE ARTS/READING

GRADE ONE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONOLOGICAL AWARENESS

It is expected that students will:

- (1)1.1 A. demonstrate phonological awareness of spoken words through
 1. syllable awareness [PS/NS 1.1.1]
 2. onset and rime awareness [PS/NS 1.1.1]
 3. rhyming (e.g., produce oral rhymes) [NS 1.1.1]
 4. concept of word [NS 1.1.1]
 5. alliteration
- B. repeat random strings of digits, words, sounds, or letters presented once auditorily

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

PHONEMIC AWARENESS

It is expected that students will:

- (1) 1.2 A. demonstrate phonemic awareness of spoken words through
 - 1. matching sounds [PS/NS 1.1.2]
 - 2. isolating sounds [PS/NS 1.1.2]
 - 3. blending sounds [PS/NS 1.1.2]
 - 4. segmenting sounds [PS/NS 1.1.2]
 - 5. deleting sounds [PS/NS 1.1.2]
 - 6. substituting sounds [PS/NS 1.1.2]
- B. identify and work with phonemes in spoken words through
 - 1. initial sounds
 - 2. final sounds
 - 3. medial sounds

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (1) 1.3 A. identify and name upper and lower case letters of the alphabet
- B. decode words in text through
 - 1. letter/sound relationships [PS/NS 1.1.3]
 - 2. short/long vowels [PS/NS 1.1.3]
 - 3. digraphs
 - a. consonant digraphs (e.g., th, sh, ch, wh) [PS/NS 1.1.3]
 - b. vowel digraphs (e.g., ai (rain), ay (day), ue (blue), ea (seat), ea (bread), ee (peek), oa (boat), oo (look)) [PS/NS 1.1.3]
 - 4. blends
 - a. initial (common, two letter consonants) [PS/NS 1.1.3]
 - b. final (e.g., nd, nk, ng, nt, sk) [PS/NS 1.1.3]
 - 5. diphthongs (e.g., ou/ow cloud, oi/oy toy, ew blew) [PS/NS 1.1.3]
 - 6. word families [PS/NS 1.1.3]
 - 7. spelling patterns (e.g., CVC= cat, CVCe= cake, CVVC=boat, CVCC=high) [PS/NS 1.1.3]
- C. decode words, with assistance, through structural analysis using
 - 1. base words [NS 1.1.3]
 - 2. suffixes (e.g., ~ed, ~ing) [NS 1.1.3]
 - 3. prefixes (e.g., un~, re~) [NS 1.1.3]
 - 4. syllables [NS 1.1.3]
 - 5. compound words [NS 1.1.3]
 - 6. contractions
 - 7. plurals (e.g., ~s, ~es)
- D. self-correct decoding errors

VOCABULARY DEVELOPMENT

It is expected that students will:

- (1) 1.4 A. comprehend vocabulary using

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

1. suffixes [PS/NS 1.1.4]
2. synonyms [PS/NS 1.1.4]
3. antonyms [PS/NS 1.1.4]
4. homonyms (e.g., bat-small furry animal, bat-wooden club)
- B. apply alphabetic order to locate words using the first letter of each word [PS/NS 1.1.4]
- C. comprehend vocabulary, with assistance, using
 1. homographs (e.g., bow of ship, bow and arrow) [NS 1.1.4]
 2. homophones (e.g., tail/tale, hair/hare) [NS 1.1.4]
 3. abbreviations [NS 1.1.4]
 4. context clues (e.g., definitions, examples) [NS 1.1.4]
- D. sequence the letters of the alphabet to understand alphabetical order [NS 1.1.4]
- E. use resources to find and/or confirm meaning of unknown words encountered in text with assistance (e.g., glossary, dictionary, thesaurus) [NS 1.1.4]
- F. build vocabulary using
 1. pictures [NS 1.1.4]
 2. symbols [NS 1.1.4]
 3. environmental print
 4. basic sight words
 5. classification and categorizing
- G. develop and expand vocabulary (reading, writing, listening, speaking) through meaningful experiences (e.g., wide reading, discussion of word meanings, interactive activities, examples and non-examples, listening to and discussing text read aloud) [PS1.1.A1]

FLUENCY AND COMPREHENSION

It is expected that students will:

- (1) 1.5 A. identify high frequency words (regular/irregular) to build fluency and comprehension [PS/NS 1.1.5]
- B. read decodable text with fluency [PS 1.1.A2]
- C. identify content-specific vocabulary in text with assistance
- D. read aloud with a focus on
 1. prosody [NS 1.1.5]
 2. accuracy [NS 1.1.5]
 3. automaticity [NS 1.1.5]
 4. reading rate (see fluency chart in Resource Section) [NS 1.1.5]
- E. participate actively in reading from a variety of literary genres and expository selections (e.g., stories, poetry, plays, folktales, articles, realistic fiction, electronic resources)
 1. read independently daily
 2. select books of choice appropriate to purpose and reading ability
 3. state a personal reaction to a story
- F. listen to and discuss a variety of literary and expository text
- G. participate in differentiated, small-group instruction regularly

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (1) 2.1
 - A. demonstrate concept of print [PS/NS 2.1.1]
 - 1. use left-to-right directionality
 - 2. use return sweep
 - 3. use one-to-one matching
 - 4. read top-to-bottom
 - B. demonstrate concept of word [PS/NS 2.1.1]
 - C. demonstrate voice-to-print match [PS/NS 2.1.1]
 - D. identify
 - 1. author [PS/NS 2.1.1]
 - 2. illustrator [PS/NS 2.1.1]
 - 3. cover
 - 4. title
 - 5. key vocabulary
 - E. use before-reading strategies, with assistance, based on text and purpose to
 - 1. access prior knowledge
 - 2. build background knowledge
 - 3. preview text
 - 4. choose appropriate graphic organizer
 - 5. set a purpose for reading (e.g., entertain, skim for content, answer questions)
 - 6. determine text type (e.g., literacy/fiction, expository/nonfiction)
 - 7. make predictions

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (1) 2.2
 - A. use during-reading strategies, with assistance, based on text and purpose to
 - 1. make predictions [PS/NS 2.1.2]
 - 2. identify key vocabulary [PS/NS 2.1.2]
 - 3. make inferences [PS/NS 2.1.2]
 - 4. know when meaning is lost
 - 5. use self-correcting strategies (e.g., self-question, reread, use context clues)
 - 6. identify main idea
 - 7. visualize/create mental images
 - 8. make connections to personal experiences and knowledge
 - 9. use appropriate graphic organizer

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (1) 2.3
- A. use after-reading strategies based on text and purpose to
 - 1. orally recall details/facts [PS/NS 2.1.3]
 - 2. orally restate main ideas [PS/NS 2.1.3]
 - 3. retell stories
 - B. connect, compare, and contrast the story elements in text with assistance
 - C. locate picture clues, words, and/or sentences to answer questions with assistance
 - D. use appropriate graphic organizer

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (1) 3.1
- A. listen for and identify
 - 1. setting [PS/NS 3.1.1]
 - 2. sequence of events [PS/NS 3.1.1]
 - B. make inferences and draw conclusions about setting and plot based on evidence with assistance [PS/NS 3.1.1]

CHARACTERIZATION

It is expected that students will:

- (1) 3.2
- A. identify and describe physical traits [PS/NS 3.1.2]
 - B. identify and describe personality traits [PS/NS 3.1.2]
 - C. make inferences and draw conclusions about a character(s) based on evidence with assistance [PS/NS 3.1.2]

THEME

It is expected that students will:

- (1) 3.3
- A. identify the main idea [PS/NS 3.1.3]
 - B. identify theme with assistance [NS 3.1.3]
 - C. identify a lesson learned based on events and/or character's actions with assistance

POINT OF VIEW

It is expected that students will:

- (1) 3.4
- A. identify first-person point of view with assistance [NS 3.1.4]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

LANGUAGE

It is expected that students will:

- (1) 3.5 A. identify, with assistance, examples of
 - 1. imagery [NS 3.1.5]
 - 2. sensory words [NS 3.1.5]
 - 3. similes [NS 3.1.5]
- B. identify the effects of rhythm, rhyme, and alliteration with assistance [NS 3.1.5]
- C. identify dialect with assistance [NS 3.1.5]

TONE, MOOD, AND IRONY

It is expected that students will:

- (1) 3.6 A. listen to and identify words and phrases that reveal tone with assistance [NS 3.1.6]

CULTURES AND TIME PERIODS

It is expected that students will:

- (1) 3.7 A. listen to, read, and discuss text from different
 - 1. cultures [PS/NS 3.1.7]
 - 2. time periods [PS/NS 3.1.7]

PREDICTIONS

It is expected that students will:

- (1) 3.8 A. make predictions based on evidence [PS/NS 3.1.8]
- B. confirm/negate predictions

RESPONDING TO TEXT

It is expected that students will:

- (1) 3.9 A. make connections to self, other text, and/or the world with assistance [NS 3.1.9]
- B. use information to answer specific questions (e.g., literal and inferential questions) [PS/NS 3.1.9]
- C. orally recall details/facts [PS/NS 2.1.3]
- D. orally restate main ideas [PS/NS 2.1.3]
- E. generate and respond to who, what, when, where, and why
- F. make inferences with assistance
- G. connect, compare, and contrast the story elements in text with assistance
- H. locate picture clues, words, and/or sentences to answer questions with assistance
- I. use appropriate graphic organizer

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (1) 4.1
 - A. identify the purpose of and gain information from text features
 - 1. text boxes (e.g., labels, captions) [PS/NS 4.1.1]
 - 2. illustrations [PS/NS 4.1.1]
 - 3. diagrams [PS/NS 4.1.1]
 - 4. headings [PS/NS 4.1.1]
 - 5. titles [PS/NS 4.1.1]
 - 6. graphs [PS/NS 4.1.1]
 - 7. charts [PS/NS 4.1.1]
 - 8. tables of contents [PS/NS 4.1.1]
 - 9. simple timelines
 - B. identify and explain, with assistance, the use of text features
 - 1. bold-faced words [NS 4.1.1]
 - 2. underlined words [NS 4.1.1]
 - 3. highlighted words [NS 4.1.1]
 - 4. italicized words [NS 4.1.1]
 - C. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming)
 - D. use text, pictures, and graphs to answer questions

LANGUAGE

It is expected that students will:

- (1) 4.2
 - A. identify dialect with assistance [NS 4.1.2]
 - B. identify words and phrases that reveal tone with assistance [NS 4.1.2]
 - C. distinguish between statements and questions

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (1) 4.3
 - A. identify a topic [PS/NS 4.1.3]
 - B. describe sequential order [PS/NS 4.1.3]
 - C. describe chronological order [PS/NS 4.1.3]
 - D. identify cause and effect with assistance [NS 4.1.3]
 - E. identify a cause and its effect on events and/or relationships with assistance [NS 4.1.3]
 - F. identify problems and solutions with assistance [NS 4.1.3]
 - G. identify what the character wants and the solution with assistance
 - H. identify a main idea with assistance [NS 4.1.3]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

CULTURES AND TIMES

It is expected that students will:

- (1) 4.4 A. listen to, read, and discuss text from different
1. cultures [PS/NS 4.1.4]
 2. time periods [PS/NS 4.1.4]

RESPONDING TO TEXT

It is expected that students will:

- (1) 4.5 A. make connections to self, other text, and/or the world with assistance [NS 4.1.5]
- B. use information to answer specific questions [PS/NS 4.1.5]
 - C. orally recall details/facts [PS/NS 2.1.3]
 - D. orally restate main ideas [PS/NS 2.1.3]
 - E. locate picture clues, words, and/or sentences to answer questions with assistance

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (1) 4.6 A. make predictions based on evidence with assistance [PS/NS 4.1.6]
- B. make inferences based on evidence with assistance [PS/NS 4.1.6]
 - C. draw conclusions based on evidence with assistance [PS/NS 4.1.6]
 - D. identify facts with assistance [NS 4.1.6]
 - E. identify opinions with assistance [NS 4.1.6]
 - F. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (1) 4.7 A. follow pictorial and written directions to complete tasks [PS/NS 4.1.7]

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (1) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., brainstorming, graphic organizers, pictures, lists) [PS/NS 5.1.1]
- B. explore a topic to plan written work with assistance [NS 5.1.1]
 - C. choose and narrow a topic to organize ideas with assistance (e.g., graphic organizers, lists) [PS/NS 5.1.1]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

- D. ask questions to expand knowledge
- E. consider audience and purpose

DRAFTING

It is expected that students will:

- (1) 5.2 A. draft sentences, both independently and collaboratively with peers, about a single topic that address
 - 1. audience and purpose [PS/NS 5.1.2]
 - 2. supporting details [PS/NS 5.1.2]
- B. communicate independently ideas in written forms daily (e.g., journals, learning logs, lists, computer generated documents) [NS 5.1.2]
- C. write complete sentences
- D. use simple transitions to relate ideas
- E. use correct spelling of CVC and high frequency words (e.g., the, is, my, are) [PS 5.1.A1]
- F. use pattern and structure rules to correctly spell words
 - 1. onset and rime (word families)
 - 2. short/long vowels
 - 3. common consonant blends
 - 4. common digraphs
 - 5. plurals (e.g., ~s, ~es)
 - 6. inflectional suffixes (e.g., ~ed, ~ing)

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (1) 5.3 A. revise drafts, with assistance, for
 - 1. audience and purpose [PS/NS 5.1.3]
 - 2. focused ideas (e.g., clear, detailed, specific) [PS/NS 5.1.3]
 - 3. organization (e.g., logical, sequential) [PS/NS 5.1.3]
 - 4. relevant details [PS/NS 5.1.3]
 - 5. voice [PS/NS 5.1.3]
- B. become familiar with the analytic writing traits
 - 1. ideas
 - 2. organization
 - 3. voice
 - 4. word choice
 - 5. sentence fluency
 - 6. conventions
- C. add or delete text from draft
- D. create and revise drafts using simple word processing skills
- E. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conferences)
- F. revise using a writing rubric

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

EDITING FOR MECHANICS

It is expected that students will:

- (1) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
 - 1. end punctuation [PS/NS 5.1.4]
 - 2. commas (e.g., dates, items in a series, cities and states) [PS/NS 5.1.4]
 - 3. apostrophes (singular possessives, contractions) [PS/NS 5.1.4]
 - B. edit capitalization, both independently and collaboratively with peers, for
 - 1. months [PS/NS 5.1.4]
 - 2. days of the week [PS/NS 5.1.4]
 - 3. first and last names [PS/NS 5.1.4]
 - 4. beginnings of sentences [PS/NS 5.1.4]
 - 5. pronoun “I”
 - C. edit sentences, both independently and collaboratively with peers, to ensure correct spelling of
 - 1. high frequency words [PS/NS 5.1.4]
 - 2. content words [PS/NS 5.1.4]
 - 3. patterned words [PS/NS 5.1.4]

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (1) 5.5
- A. edit, both independently and collaboratively with peers, for correct use of
 - 1. nouns (e.g., singular, plural) [PS/NS 5.1.5]
 - 2. verbs [PS/NS 5.1.5]
 - 3. pronouns [PS/NS 5.1.5]
 - 4. adjectives
 - 5. verb tenses (e.g., past, present, future)
 - 6. prepositions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (1) 5.6
- A. edit sentence structure, both independently and collaboratively with peers, for complete sentences [PS/NS 5.1.6]
 - B. identify and edit with assistance, both independently and collaboratively with peers, for correct word order in a sentence

PUBLISHING

It is expected that students will:

- (1) 5.7
- A. prepare a legible final draft to display or share [PS/NS 5.1.7]
 - 1. use left-to-right, top-to-bottom directionality
 - 2. use correct spacing between letters in a word and words in a sentence
 - 3. use basic word processing skills
 - 4. form manuscript (ball and stick) letters correctly

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (1) 6.1 A. write expository sentences using a topic sentence
 - 1. generated by the teacher [PS/NS 6.1.1]
 - 2. generated by the student [PS/NS 6.1.1]
- B. write to communicate about an event, place, object, or person [NS 6.1.1]
- C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (1) 6.2 A. write narrative/descriptive sentences about experiences and/or events appropriate to audience and purpose [PS/NS 6.1.2]
- B. write simple stories [PS 6.1.A1]
- C. draw or write about familiar experiences and/or events [NS 6.1.2]
- D. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (1) 6.3 A. listen to and discuss poetry [NS 6.1.3]
- B. write poetry with assistance (e.g., acrostic, couplet, rhyme) [NS 6.1.3]
- C. become aware of vocabulary related to poetry (e.g., line, stanza)
- D. respond to poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (1) 6.4 A. write responses to literary text [PS/NS 6.1.4]

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (1) 6.5 A. write responses to expository text [PS/NS 6.1.5]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

PERSUASIVE

It is expected that students will:

- (1) 6.6 A. draw or communicate an opinion [NS 6.1.6]
- B. write an opinion statement with assistance [NS 6.1.6]

PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (1) 6.7 A. write friendly notes and letters following an established format with assistance [NS 6.1.7]
- B. write in a variety of formats with assistance (e.g., thank you letters, invitations, reports, emails)

DIRECTIONS

It is expected that students will:

- (1) 6.8 A. read and follow directions with assistance
 - 1. pictorial
 - 2. written

RESEARCH

It is expected that students will:

- (1) 6.9 A. write sentences to
 - 1. formulate a question [PS/NS 6.1.8]
 - 2. answer a research question [PS/NS 6.1.8]
 - 3. record information from simple reference materials and technology [PS/NS 6.1.8]
- B. identify author and title [NS 6.1.8]
- C. construct simple graphic organizers to show relationships of ideas with assistance (e.g., web, chart, graph, story map)

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (1) 7.1 A. listen for a variety of purposes including
 - 1. gaining information [PS/NS 7.1.1]
 - 2. being entertained [PS/NS 7.1.1]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

3. understanding and following directions [PS/NS 7.1.1]
4. solving problems
- B. listen for and identify, with assistance,
 1. main idea [NS 7.1.1]
 2. purpose [NS 7.1.1]
 3. messages [NS 7.1.1]
 4. sequence of events
- C. listen to and retell ideas with assistance [NS 7.1.1]
- D. activate prior knowledge and link to new information
- E. create mental images while listening to stories

CONTENT AND DELIVERY

It is expected that students will:

- (1) 7.2 A. listen and respond to oral communication (e.g., stories, poems, readers' theater) [PS/NS 7.1.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (1) 7.3 A. expand vocabulary through listening [PS/NS 7.1.3]

LANGUAGE

It is expected that students will:

- (1) 7.4 A. listen for and identify dialect with assistance [NS 7.1.4]
B. listen for and identify the use of formal and informal language with assistance [NS 7.1.4]

CONVERSATIONS AND GROUP DISCUSSIONS

It is expected that students will:

- (1) 7.5 A. actively listen to a speaker [NS 7.1.5]
B. listen to and participate in conversations [NS 7.1.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

GIVING DIRECTIONS

It is expected that students will:

- (1) 8.1 A. give directions to complete tasks [PS/NS 8.1.1]
- B. ask questions to clarify directions [PS/NS 8.1.1]

LANGUAGE

It is expected that students will:

- (1) 8.2 A. use precise language to describe
 - 1. feelings [PS/NS 8.1.2]
 - 2. experiences [PS/NS 8.1.2]
 - 3. observations [PS/NS 8.1.2]
 - 4. ideas [PS/NS 8.1.2]
- B. use specific vocabulary and apply Standard English to communicate ideas with assistance [NS 8.1.2]

PRESENTATIONS

It is expected that students will:

- (1) 8.3 A. communicate information in small and large groups [PS/NS 8.1.3]
- B. speak clearly with prosody [PS/NS 8.1.3]
- C. communicate information that maintains a clear focus with assistance [NS 8.1.3]
- D. communicate statements that express an opinion [NS 8.1.3]
- E. use complete sentences to communicate ideas
- F. participate in various forms of oral communication (e.g., informal dialogue, music, drama, storytelling)
- G. read aloud and/or recite (e.g., literary, expository, and original works)
- H. use eye contact and appropriate gestures to enhance oral delivery

GROUP DISCUSSIONS

It is expected that students will:

- (1) 8.4 A. participate in group discussions following the turn-taking process [PS/NS 8.1.4]
- B. ask relevant questions to clarify and gather information [NS 8.1.4]
- C. rephrase a question or problem
- D. answer questions to gather and provide information

PHONOLOGY

It is expected that students will:

- (1) 8.5 A. demonstrate phonological awareness of spoken words through
 - 1. rhyming [NS 8.1.5]
 - 2. concept of word [NS 8.1.5]
 - 3. syllable awareness [PS 1.1.1, NS 8.1.5]
 - 4. onset and rime awareness [PS 1.1.1, NS 8.1.5]

ENGLISH LANGUAGE ARTS/READING GRADE ONE (continued)

- B. demonstrate phonemic awareness of spoken words through
 - 1. matching sounds [PS 1.1.2, NS 8.1.5]
 - 2. isolating sounds [PS 1.1.2, NS 8.1.5]
 - 3. blending sounds [PS 1.1.2, NS 8.1.5]
 - 4. segmenting sounds [PS 1.1.2, NS 8.1.5]
 - 5. deleting sounds [PS 1.1.2, NS 8.1.5]
 - 6. substituting sounds [PS 1.1.2, NS 8.1.5]
- C. repeat random strings of digits, words, sounds, or letters presented once auditorily