# First Grade Reading Standards for Print Concepts

## Essential Questions:
1. How do readers construct meaning?
2. How does the author’s use of structure affect the meaning of the text?

## Essential Vocabulary:
- sentence
- capital letter
- punctuation
- period
- uppercase letters
- question mark
- first (as in “first word”)
- exclamation mark
- recognize
- prosody

## RF.1.1: Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Grade 1 Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know... Vocabulary:</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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</table>
| - follow words from left to right, top to bottom, and page by page. | - sentence  
- capital letter  
- punctuation  
- period  
- uppercase letters  
- question mark  
- first (as in “first word”)  
- exclamation mark  
- recognize  
- prosody | - that there are basic features of a sentence.  
- that sentences provide a complete thought from beginning to end.  
- that ending punctuation of a sentence helps students read with the appropriate expression (prosody).  
- that sentences are the building blocks of all text. | - point out the capital letter of a sentence.  
- point out the end mark of a sentence.  
- tell the first word of a sentence. |
| - identify a letter, a word, and a sentence on a page. | | | |
| - identify the sequences of letters as words. | | | |
| - point to a space that separates words in print. | | | |
| - recognize and name all upper- and lowercase letters of the alphabet. | | | |

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**Essential Questions:**

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Essential Vocabulary:**
- sounds
- C-V-C
- blend (blending)
- consonant blends
- phonemes
- vowel
- isolate
- segment (segmenting)
- substitution
- initial sound
- beginning consonant sound
- medial sound vowel
- final sound
- ending consonant sound
- rhyming words
- count, pronounce, blend, and segment syllables in spoken words.
- blend and segment onsets and rimes of single-syllable spoken words.
- isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/)
- add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Grade 1 Enduring Understandings**

**Prior Background Knowledge Required:**
- Students will know...
  - sounds
  - C-V-C
  - blend (blending)
  - consonant blends
  - phonemes
  - vowel
  - isolate
  - segment (segmenting)
  - substitution
  - initial sound
  - beginning consonant sound
  - medial sound vowel
  - final sound
  - ending consonant sound

**Students will understand...**
- phonological awareness (recognizing the sounds of the language such as rhymes and parts of words such as syllables, onset and rime, and individual letters) is essential to mapping sounds to letters and, then, to reading print.
- phonological awareness is the foundational skill needed to build reading competency skills.
- phonemic awareness will help students read texts of increasing complexity.
- the vowel is long or short when the teacher says a word.
- sounds can be segmented and blended to create words.

**Students will be able to...**
- blend and segment single syllable C-V-C words and CCVC and CVCC words.
- naturally manipulate sounds in a variety of words.
- sort picture cards into long or short vowel sounds.
- analyze and orally decode words to enhance their vocabulary.
- use correct pronunciation of the sounds of each consonant and vowel.
- use spoken words, syllables, and sounds by distinguishing long from short vowel sounds in spoken single-syllable words (CVC).
- to isolate and pronounce the initial, medial vowel, and final sounds in spoken single syllable words.
- to segment single-syllable words into their complete sequence of individual sounds.
# First Grade Reading Standards for Phonics and Word Recognition

**Essential Questions:**
1. How do readers construct meaning?

**Essential Vocabulary:** syllable, phonics, word analysis, decoding, vowel, vowel teams, digraphs, spelling-sound correspondence, high frequency, consonant, word patterns, spellings, inflectional endings, irregular, silent-e, determine, read, recognize, encoding

**RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

## Grade 1 Enduring Understandings

### Prior Background Knowledge Required:
Students will......

- produce the primary sound or many of the most frequent sounds for each consonant.
- associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. word families).

### Students will know...

**Vocabulary:**
- syllable
- phonics
- word analysis
- decoding
- vowel
- vowel teams
- digraphs
- spelling-sound correspondence
- high frequency
- consonant
- word patterns
- spellings
- inflectional endings
- irregular
- silent-e
- determine
- read
- recognize
- encoding

### Students will understand...

- recognizing and decoding word parts enhances reading and vocabulary development.
- phonics and word analysis skills support their ability to learn to read print.
- the correct pronunciation of the sounds helps to read and understand words.
- that knowledge of syllables and syllable types to decode and read is important.

### Students will be able to...

- decode and use other word analysis skills to read fluently.
- Use the spelling-sound correspondences for common consonant digraphs.
- use final -e and common vowel team conventions for representing long vowel sounds.
- recognize the most common high frequency and irregular words.
- determine word parts (prefixes, suffixes (word endings) and root words) to both fluent reading and vocabulary development.
- determine the number of syllables in a word using
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<th>their knowledge that every syllable must have a vowel.</th>
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<tbody>
<tr>
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<td></td>
<td>• break multi-syllable words into syllables in order to decode the word.</td>
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<td>• recognize common inflectional endings such as -ed, -s, -ing, -est, -er and can read words when these endings have been added.</td>
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<td>• read first grade appropriate irregular words.</td>
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<td>• apply grade level phonics and word attack skills in decoding words.</td>
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**First Grade Reading Standards for Fluency**

**Essential Questions:**
1. Why do readers read?
2. How do readers construct meaning?
3. How does reading add meaning to your life?
4. How do readers adapt when text becomes more complex?

**Essential Vocabulary:** fluency/fluently, prosody, accuracy, rate, automaticity, word recognition, expression, tone, context, readability

**RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 1 Enduring Understandings**

**Prior Background Knowledge Required:**
Students will...
- read emergent-reader texts with purpose and understanding.
- read increasingly complex emergent reader texts with purpose and understanding.

**Students will know...**
Vocabulary:
- fluency/fluently
- prosody
- accuracy
- rate
- automaticity
- word recognition
- expression
- tone
- context
- readability

**Students will understand...**
- that readability level affects fluency and comprehension.
- that fluency can affect comprehension.
- that they may need to adjust their reading rate to increase accuracy with decoding and comprehension.
- that using context to confirm or self-correct helps to understand what they are reading.

**Students will be able to...**
- read grade-level text with purpose and understanding.
- recognize the various purposes for reading text.
- read grade-level text orally with accuracy, appropriate rate, and expression.
- self-monitor their comprehension and make repairs to their comprehension by using various strategies.