

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading ~~age-appropriate materials~~ across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction ~~selections~~ texts through classroom discussion and will begin to communicate ideas in writing. ~~The student will become an independent reader by the end of first grade.~~

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- ~~Listen and respond to a variety of electronic media, including books, audiotapes, videos, and other age-appropriate materials.~~
 - Tell and retell stories and events in logical order.
 - Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - ~~Participate in creative dramatics. Express ideas orally in complete sentences.~~ [Moved to SOL 1.1e]
 - Express ideas orally in complete sentences.
- 1.2 The student will ~~continue to expand and use listening and speaking vocabularies~~ understanding and use of word meanings.
- ~~Increase oral descriptive vocabulary listening and speaking vocabularies.~~
 - Begin to ask for clarification and explanation of words and ideas.
 - Use common singular and plural nouns. ~~Follow simple two-step oral directions.~~ [Moved to SOL 1.3d]
 - Use vocabulary from other content areas. ~~Give simple two-step oral directions.~~ [Moved to SOL 1.3e]
 - ~~Use singular and plural nouns.~~ [Moved to SOL 1.2c]
- 1.3 The student will adapt or change oral language to fit the situation.
- Initiate conversation with peers and adults.
 - Follow rules for conversation using appropriate voice level in small-group settings.
 - Ask and respond to questions. ~~Use appropriate voice level in small-group settings.~~ [Moved to SOL 1.3 b]
 - Follow simple two-step oral directions. ~~Ask and respond to questions in small-group settings.~~ [Moved to SOL 1.3c]
 - Give simple two-step oral directions.

- 1.4 The student will orally identify, produce, and manipulate ~~phonemes (small units of sound) in syllables and multisyllabic words~~ various units of speech sounds within words.
- ~~Create rhyming words. Count phonemes (sounds) in syllables or words with a maximum of three syllables.~~ [Moved to SOL 1.4b]
 - ~~Count phonemes (sounds) in one-syllable words. Add or delete phonemes (sounds) orally to change syllables or words.~~ [Moved to SOL 1.4e]
 - ~~Blend sounds to make one-syllable words. Create rhyming words orally.~~ [Moved to SOL 1.4a]
 - ~~Segment one-syllable words into individual speech sounds (phonemes). Blend sounds to make word parts and words with one to three syllables.~~ [Moved to SOL 1.4c]
 - ~~Add or delete phonemes (sounds) orally to change make new syllables or words.~~

Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.
 - Identify letters, words, ~~and~~ sentences, and ending punctuation.
 - Read his/her own writing.
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - ~~Use~~ Read and spell simple two-syllable compound words.
 - ~~Read and spell commonly used, high-frequency sight words, including *the, said,* and *come.*~~
- 1.7 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.
- ~~Use words, phrases, and sentences. Use titles and pictures.~~ [Moved to SOL 1.7b]
 - ~~Use titles and pictures. Use knowledge of the story and topic to read words.~~ [Moved to SOL 1.7c]
 - ~~Use information in the story to read words. Use knowledge of sentence structure.~~ [Moved to SOL 1.7d]
 - ~~Use knowledge of sentence structure. Reread and self-correct.~~ [Moved to SOL 1.7f]
 - ~~Use knowledge of story structure.~~
 - Reread and self-correct.
- 1.8 The student will expand vocabulary.
- Discuss meanings of words in context.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Ask for the meaning of unknown words and make connections to familiar words.
 - Use text clues such as words or pictures to discern meanings of unknown words.
 - Use vocabulary from other content areas.

~~1.8~~ ~~1.9~~ The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.9~~ ~~1.10~~ ~~1.9~~ The student will read and demonstrate comprehension of a variety of fictional texts. ~~and nonfiction.~~

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions ~~about content~~.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the ~~topic or~~ main idea or theme.
- i) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.11~~ ~~1.10~~ The student will read and demonstrate comprehension of a variety of nonfictional texts.

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~1.10~~ ~~1.12~~ ~~1.11~~ The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.
- b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

~~1.11~~ ~~1.13~~ ~~1.12~~ The student will print legibly.

- a) Form letters accurately.
- b) Space words ~~and~~ within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

~~1.12~~ ~~1.14~~ ~~1.13~~ The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) ~~Use~~ Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for high-frequency commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.
- h) ~~Use available technology.~~ [Moved to SOL 1.14]

~~1.15~~ ~~1.14~~ The student will use available technology for reading and writing.