

### 1ST GRADE FOUNDATIONAL SKILLS STANDARDS BREAKDOWN

**Cluster:** Foundational Skills- Print Concepts

Definition: Print concepts include the features of print and organization of print. The most important early print concept is letter recognition, which should begin immediately in kindergarten. Additionally, students should begin learning basic skills such as page-by-page reading, and following words from left to right and top to bottom. They should begin noticing that words are separated by spaces and that these spaces are the same size. (Achieve the Core)

**Standard Text:**

**RF 1.1: Demonstrate understanding of the organization and basic features of print. Recognize and use capitalization and ending punctuation.**

**Students who demonstrate understanding can:**

- identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts.
- page-to-page reading, and following words from left to right and top to bottom.

**Vertical Alignment to Previous Grades:**

RF.K.1

**Clarification Statement:**

- Students should recognize the structure of a sentence. Students should signify that a capital letter indicates the beginning of a sentence or a proper noun. Ending punctuation indicates the end of a sentence.

**Vocabulary for Teacher Development:**

- **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

**Cluster:** Phonological Awareness

Definition: Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced. (Achieve the Core)

**Standard Text:**

**RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**Students who demonstrate understanding can:**

- recognize the difference between long and short vowel sounds in single syllable words.
- orally blend sounds, including consonant blends, to create words (e.g. /n/ /e/ /st/ makes nest).

- 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).

- orally pronounce the beginning, middle, or ending sounds in one-syllable words.
- break words down into a sequence of sounds (e.g. slip is /s/ /l/ /p/).

<p><b>Vertical Alignment to Previous Grades:</b> RF.K.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Building phonological awareness includes building knowledge of spoken words, syllables, and sounds. IN First grade, students should be able to differentiate between long and short vowel sounds, produce single-syllable words through blending phonemes, and isolate initial, medial, and final sounds. Students should also be able to segment words spoken to them into individual phonemes.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>phoneme</b> – individual sounds in words</li> <li><b>alliteration</b> – the occurrence of the same letter or sound at the beginning of closely connected words.</li> <li><b>syllable</b> – a unit of pronunciation having one vowel sound, with or without surrounding consonants</li> <li><b>onset-rime</b> – the initial phonological unit of any word, rime is the string of letters that follow.</li> </ul>
<p><b>Cluster: Phonics and Word Recognition</b> Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.(Achieve the Core)</p>	
<p><b>Standard Text:</b> <b>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li><b>Know the spelling-sound correspondences for common consonant digraphs</b></li> <li><b>Decode regularly spelled one-syllable words.</b></li> <li><b>Know final-e and common vowel team conventions for representing long vowel sounds.</b> <b>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></li> <li><b>Decode two-syllable words following basic patterns by breaking the words into syllables</b></li> <li><b>Read words with inflectional endings.</b></li> <li><b>Recognize and read grade-appropriate irregularly spelled words</b></li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>identify and spell common consonant digraphs (two consonant letters together stand for one sound -e.g. ch, sh, th, wh)</li> <li>read common, one-syllable words that have regular spelling patterns.</li> <li>know that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound.</li> <li>understand that every syllable must contain a vowel.</li> <li>determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns.</li> <li>read words that have inflectional endings (e.g. -s, -es, -ing, -ed).</li> <li>identify and read grade appropriate words that do not follow normal spelling patterns.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> RF.K.3</p> <p><b>Vertical Alignment to Future Grades:</b> RF. 2.3, 3.3, 4.3, 5.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students can decode words using phonics and word analysis skills such as one-to-one letter-sound correspondences, knowledge of graphemes, reading common high frequency words, and distinguishing between similarly spelled words.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>analysis</b> – a detailed examination of the components of a subject</li> <li><b>to understand its meaning and/or nature as a whole</b></li> <li><b>decode</b> – to apply knowledge of the relationships of letters and sounds in order to form a word</li> <li><b>digraph</b> – a combination of two letters representing one sound.</li> </ul>
<p><b>Cluster:</b> Fluency</p> <p>From <i>Achieve the Core</i>: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression.</p>	
<p><b>Standard Text:</b> RF. 1.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>Students who demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).</li> <li>read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.</li> <li>reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RF. K.4</p> <p><b>Vertical Alignment to Future Grades:</b> RF. 2.4, 3.4, 4.4, 5.4</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct while reading, and reread if necessary.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>expression</b> – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</li> <li><b>fluency, fluid reading</b> – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression</li> <li><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li><b>self-correct</b> – one recognizes when he/she has made an error(e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher</li> </ul>