



St. Mel's Catholic School

Language Arts Standards

Grade One

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Where possible and appropriate, the teacher will incorporate readings and writings expressive of the Catholic faith.

Concepts about Print

1.1 Match oral words to printed words.

1.2 Identify the title and author of a reading selection, and make use of religion class resources.

1.3 Identify letters, words, and sentences.

Phonemic Awareness

1.4 Distinguish initial, medial, and final sounds in single-syllable words.

1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

1.6 Create and state a series of rhyming words, including consonant blends.

1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).

1.9 Segment single syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/).

Decoding and Word Recognition

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).

1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

1.15 Read common word families (e.g., -ite, -ate).

1.16 Read aloud with fluency in a manner that sounds like natural speech.



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Vocabulary and Concept Development

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys. Articles found in the church).

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material, including grade level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students will be introduced to the different genre found in scripture. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify text that uses sequence and other logical order. Where appropriate use saint stories and scripture.

Comprehension and Analysis of Text

2.2 Respond to who, what, when, where, and how questions.

2.3 Follow one-step written instructions.

2.4 Use context to resolve ambiguities about word and sentence meanings.

2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

2.8 Apply prior knowledge and central idea to all areas of curriculum, including scripture stories.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature, including those with religious themes and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Narrative Analysis of Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending. Apply when using parables and other scripture stories.

3.2 Describe the roles of authors and illustrators and their contributions to print material.

3.3 Recollect, talk, and write about books read during the school year.

Writing



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1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.
- 2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing a Christian experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.

Punctuation

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

Spelling

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications (Genres and Their Characteristics)



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Use Speaking Strategies from 1.0

2.1 Recite poems, rhymes, songs, secular stories, and Bible verses and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by

answering who, what, when, where, why and how questions. Apply this skill to Bible stories.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.