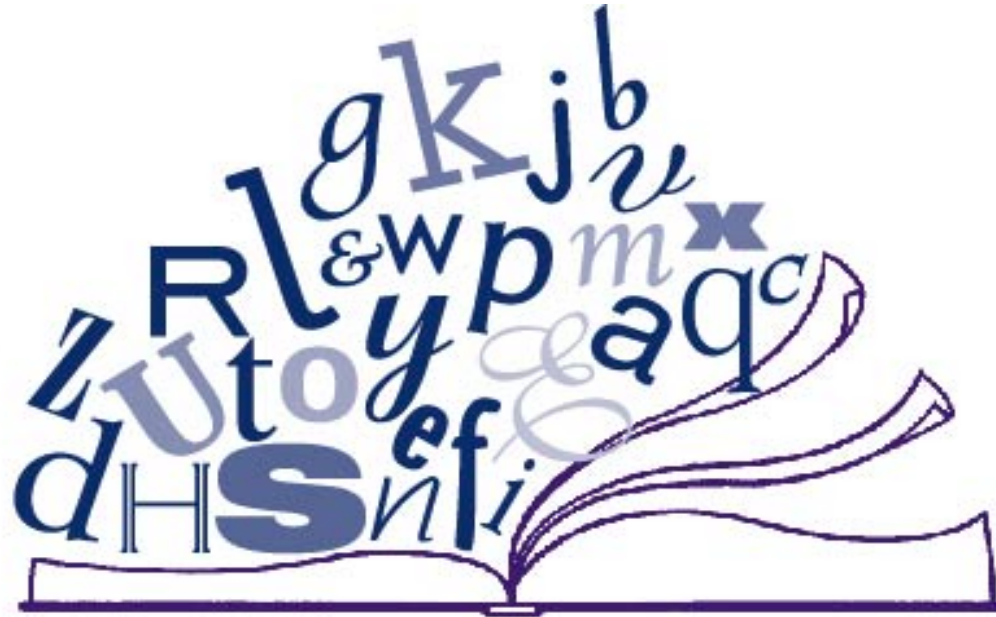


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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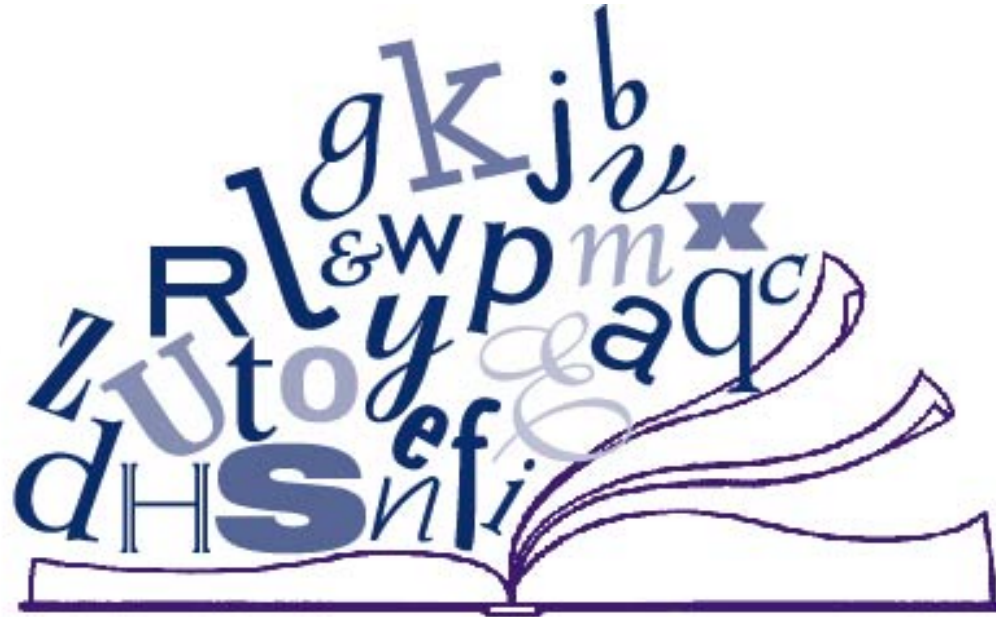
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade One



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

- 1.1 The student will continue to demonstrate growth in the use of oral language.**
- a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.**
 - b) Tell and retell stories and events in logical order.**
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**
 - d) Express ideas orally in complete sentences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • Students will interact with a variety of media and participate in numerous oral language activities. • These activities will encourage the use of complete sentences and include the telling or retelling of stories and events in logical order. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that language can be used to tell a story and to express ideas. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in a variety of oral language activities, such as <ul style="list-style-type: none"> ◦ listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics ◦ listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives ◦ listening to stories and poems read aloud daily ◦ participating in discussions about stories and poems ◦ talking about words and their meanings as they are encountered in stories, poems, and conversations ◦ giving reactions to stories and poems • participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns • tell and retell stories and events in logical order by <ul style="list-style-type: none"> ◦ retelling stories orally and through informal drama ◦ dictating retelling of stories ◦ creating their own stories, poems, plays, and songs ◦ indicating first, next, and last events in a story • express themselves in complete sentences.

- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- Increase oral descriptive vocabulary.
 - Begin to ask for clarification and explanation of words and ideas.
 - Follow simple two-step oral directions.
 - Give simple two-step oral directions.
 - Use singular and plural nouns.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their listening and speaking vocabularies through activities across the curricula that develop the use of describing and naming words. Students will learn to ask for clarification and explanation of unfamiliar words that are encountered across the curricula. Students will demonstrate an increase in vocabulary by giving and following directions. This vocabulary growth aids in the development of reading and comprehension as students progress in school. 	<p>All students should</p> <ul style="list-style-type: none"> understand that specific word choice makes communication clearer. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and in books that are read aloud use words to orally describe actions, people, places, things, and ideas use words of time and position, including <i>first, second, next, on, under, beside,</i> and <i>over,</i> to give directions orally use action words (verbs), including <i>mark, circle, color,</i> and <i>draw,</i> to give directions orally ask for meanings and clarification of unfamiliar words and ideas use singular and plural nouns appropriately use common irregular plural forms, such as <i>man/men, child/children,</i> and <i>mouse/mice</i> follow simple two-step oral directions give simple two-step directions.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.**
- b) Follow rules for conversation.**
- c) Use appropriate voice level in small-group settings.**
- d) Ask and respond to questions in small-group settings.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that the setting influences the rules for communication • ask and answer relevant questions about a specific topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • initiate conversation in a variety of school settings • sustain two-person conversation • stay on topic • use voice level and intonation appropriate for the setting • follow rules for conversation, including listening and taking turns • ask and respond to relevant questions in group settings.

- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
 - Add or delete phonemes (sounds) orally to change syllables or words.
 - Create rhyming words orally.
 - Blend sounds to make word parts and words with one to three syllables.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to build and practice phonemic awareness skills. Explicit instruction allows students to consciously reflect on and manipulate sounds. Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment and substitute sounds, and blend sounds to make words. Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (back, jack, sack, pack). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that spoken words are made up of individual phonemes, which can be added or deleted to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> isolate and manipulate phonemes count phonemes in words with a maximum of three syllables identify the onset and rime of words generate words that rhyme with a teacher-given word segment words by saying each sound blend separately spoken phonemes to make word parts and words with one to three syllables add, delete, or change phonemes orally to change syllables or words identify whether the middle vowel sound is the same or different in a set of one-syllable words sort picture cards by beginning and ending phoneme.

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

- 1.5 The student will apply knowledge of how print is organized and read.**
- a) Read from left to right and from top to bottom.**
 - b) Match spoken words with print.**
 - c) Identify letters, words, and sentences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will understand how to read print. • As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print. • Students will also continue to develop their skill at automatically recognizing high-frequency words. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that written text consists of letters, words, and sentences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate concepts of print and spoken word by <ul style="list-style-type: none"> ◦ tracking print from left to right and top to bottom ◦ following print from one line to the next line (return sweep) ◦ matching spoken words to print • identify letters, words, and sentences • differentiate between letters and words by <ul style="list-style-type: none"> ◦ recognizing spaces between words in sentences ◦ locating capital letters in sentences ◦ locating periods, question marks, and exclamation points, speech bubbles, and quotation marks ◦ recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

- 1.6 The student will apply phonetic principles to read and spell.**
- a) Use beginning and ending consonants to decode and spell single-syllable words.**
 - b) Use two-letter consonant blends to decode and spell single-syllable words.**
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.**
 - d) Use short vowel sounds to decode and spell single-syllable words.**
 - e) Blend beginning, middle, and ending sounds to recognize and read words.**
 - f) Use word patterns to decode unfamiliar words.**
 - g) Use compound words.**
 - h) Read and spell common, high-frequency sight words, including *the, said, and come*.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. • Students will learn to sound out words rather than rely on pictures and context as their primary strategies for decoding words. • Students will segment and blend beginning and ending consonant sounds and vowel sounds to decode single-syllable words. • Students will transfer their knowledge of word patterns to identify other words with the same pattern. • Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>back, jack, sack, pack</i>). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> • understand that knowledge of the sounds of letters can be applied to read or spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of beginning and ending consonants and short vowels in single-syllable words by <ul style="list-style-type: none"> ◦ recognizing beginning and ending consonant sounds ◦ separating the sounds in a word ◦ blending separately spoken phonemes to make a word ◦ spelling words • accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit, zot</i>), using letter-sound mappings to sound them out • apply knowledge of word patterns to decode unfamiliar words by <ul style="list-style-type: none"> ◦ recognizing word patterns, such as CVC ◦ using onsets and rimes to create, read, and spell new words that include blends, such as the <i>l</i> and <i>r</i> blends, and digraphs, including <i>ch, sh, th</i>, and <i>wh</i> • use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words • use the vowel pattern CVVC to decode and spell some single-syllable words <p>CONTINUED</p>

- 1.6 The student will apply phonetic principles to read and spell.**
- a) Use beginning and ending consonants to decode and spell single-syllable words.**
 - b) Use two-letter consonant blends to decode and spell single-syllable words.**
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.**
 - d) Use short vowel sounds to decode and spell single-syllable words.**
 - e) Blend beginning, middle, and ending sounds to recognize and read words.**
 - f) Use word patterns to decode unfamiliar words.**
 - g) Use compound words.**
 - h) Read and spell common, high-frequency sight words, including *the, said, and come*.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize and use simple compound words • read common high-frequency sight words.

1.7 The student will use meaning clues and language structure to expand vocabulary when reading.

- a) Use titles and pictures.**
- b) Use knowledge of the story and topic to read words.**
- c) Use knowledge of sentence structure.**
- d) Reread and self-correct.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use meaning clues to assist in developing an understanding of a text. • Students will use pictures as well as the understanding of the story and topic to predict and check for meaning as they read. • Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading. • Students' knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. • Whenever meaning breaks down, students will reread and self-correct to regain meaning. • Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prior knowledge to interpret pictures • use titles and pictures to make predictions about text • use pictures to confirm vocabulary choice • use knowledge of the story or topic to make predictions about vocabulary and text • notice when words or sentences do not make sense in context • recognize complete sentences when reading • use intonation, pauses, and emphasis that signal the structure of the sentence when reading • use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading • reread to confirm vocabulary choice • reread and self-correct when text does not make sense.

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will build fluency and experience success as a reader while reading aloud. • Students will read and reread familiar passages to develop automatic recognition of words, fluency, and expression consistent with punctuation. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluency develops as students have the opportunity to practice reading on their independent reading level. • Students should read at least 60 words per minute in grade-level material. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • engage in reading-aloud activities voluntarily • read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud • use expression and intonation to convey meaning when reading aloud • practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**
- a) Preview the selection.**
 - b) Set a purpose for reading.**
 - c) Relate previous experiences to what is read.**
 - d) Make 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to fiction is that students will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. • The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. • Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they should use a variety of strategies to assist with comprehension. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • preview reading material by looking at the book’s cover and illustrations and by reading titles and headings • choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection • draw on prior knowledge to make predictions before and during reading • make and confirm predictions based on illustrations or portions of the text • use knowledge from their own experience to make sense of and talk about a text • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines • identify the topic or main idea of a short fiction or nonfiction selection • identify characters, setting, and important events • answer simple who, what, when, where, why, and how questions about a selection • create artwork or a written response that shows comprehension of a selection <p>CONTINUED</p>

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.**
- a) Preview the selection.**
 - b) Set a purpose for reading.**
 - c) Relate previous experiences to what is read.**
 - d) Make 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • extend the story orally or with drawings • retell stories and events, using beginning, middle, and end.

- 1.10 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use simple reference materials. • Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that many reference materials are organized in alphabetical order. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use simple reference materials • alphabetize a list of five to eight words according to first letter • use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. They will also begin to revise and edit selected pieces of their writing for a specific audience.

- 1.11 The student will print legibly.
- a) Form letters.
 - b) Space words and sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to produce manuscript writing that can be easily read. • Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. • Students also need many purposeful opportunities to practice and master handwriting skills. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use appropriate pencil grip • use standard letter formation • use standard number formation • space words in sentences • space sentences in writing.

- 1.12 The student will write to communicate ideas.**
- a) Generate ideas.**
 - b) Focus on one topic.**
 - c) Use 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 sight words and phonetically regular words in final copies.**
 - g) Share writing with others.**
 - h) Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will begin to learn the process for communicating their ideas. • Students will learn to plan and write their thoughts in complete sentences with appropriate end punctuation. • Students will use their phonetic knowledge and growing knowledge of high-frequency sight words to spell words correctly when writing. • Students will be given opportunities to share their writing with friends, family, and teachers. • Students also need opportunities to explore and use word processing software to facilitate their writing. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that writers plan, write, and share their writing with others. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic • write simple, complete sentences • begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events • spell high-frequency sight words and phonetically regular words correctly in final copies • sound out words in order to spell them phonetically • use print resources in the classroom in order to spell words • use correct end punctuation <p>CONTINUED</p>

- 1.12 The student will write to communicate ideas.**
- a) Generate ideas.**
 - b) Focus on one topic.**
 - c) Use 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 sight words and phonetically regular words in final copies.**
 - g) Share writing with others.**
 - h) Use available technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • begin each sentence with a capital letter • use familiar writing forms, including lists, letters, stories, reports, messages, and poems • distinguish draft writing from final-product writing • use a word processor to publish writing • share their writing with others.