

Grade One
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Correlations with Oklahoma
Instructional Reading Goals and Objectives

- I. READING PROCESS: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.**
- A. Print Awareness:** Learners' understanding of the characteristics of written language.
The student will orally:
- *1. Read from left to right, top to bottom.
 - *2. Match spoken word to print.
 - *3. Recognize letters, words, and sentences.
- B. Phonemic Awareness:** Ability to detect and change sounds in spoken languages (precedes phonics instruction).
The student will:
- *1. Create and state rhyming words (e.g., bat/cat).
 - *2. Identify **onsets** and **rimes** (e.g., at in bat).
 - *3. Count **phonemes** (e.g., bat, /b/ /a/ /t/ = 3 sound units).
 - *4. Add or delete a phoneme to change a word (e.g., /b/ = at = bat, cat - /k/ = at).
 - *5. Blend (e.g., /b/ /a/ /t/ = bat) or segment (e.g., bat = /b/ /a/ /t/) phonemes of one-syllable words.
 - *6. Change (orally) beginning, middle, and final sounds in a one-syllable word (e.g., say "bat" and instead of /b/ say /k/; say "bat" and instead of /a/ say /i/; say "bat" and instead of /t/ say /d/).
- C. Phonics:** Ability to apply sound-symbol relationships
Word Recognition: Process of determining pronunciation and some degree of meaning.
The student will:
- *1. Recognize, name, and match sounds of alphabet letters.
 - *2. Apply phonics knowledge to decode one-syllable words.
 - a. Use single consonant sounds in beginning, medial, and final positions.
 - *b. Use short and long vowel patterns (e.g., CVC, a=mad; VC final e, = made).
 - *c. Begin to use r-controlled vowel patterns (e.g., er = "r" fern, ir = "r" in bird, ur = "r" turn).
 - *d. Begin to use blends (e.g., fl, tr, sl, sm, sn, bl, gr, str), diagraphs (e.g., sh, th, wh, th), and diphthongs (oi, oy, ou, ow) in beginning, middle, and final positions.
 - *3. Use onset and rime to read common word families (e.g., c - at, h - am, h - op, l - ot, s - it, n - ip).
 - *4. Apply knowledge of **structural analysis** to decode words.
 - a. Build and understand words using inflectional endings (-s/-es, -ing, -ed).
 - b. Build and understand **compound words** (e.g., cup + cake = cupcake, cow + boy = cowboy).

- *c. Begin to decode two-syllable words using phonics and syllable knowledge.
- *5. Recognize 100-200 **high-frequency**/irregularly spelled words in text (e.g., have, to, was, where, said).
- D. Vocabulary: Knowledge of words and word meanings.
The student will:
 - *1. Increase personal vocabulary by reading a variety of texts.
 - *2. Use new vocabulary and language in own speech and writing.
- E. Comprehension: Ability to interact with words and concepts in the text to understand what the writer has said.
The student will:
 - 1. Read and comprehend both **fiction** and **nonfiction** that is appropriately designed for the second half of Grade 1.
 - 2. Begin to use prereading strategies.
 - a. Preview (e.g., use picture)
 - b. Activate **prior knowledge**
 - c. Predict (e.g., use pictures, **prior knowledge**)
 - d. Establish the purpose for reading
 - *3. Use meaning clues such as pictures, picture captions, and context to make predictions about content (e.g., **Semantics**-Does it make sense? *The big white horse galloped down the road.* The sentence gives clues to the unfamiliar word meaning).
 - *4. Use knowledge of sentence structure and word order in reading. (e.g., **Syntax** - Does it sound right? *The big white horse _____ down the road.* The blank must be a verb).
 - *5. Use visual information such as initial consonants, blends, vowel patterns, and inflection endings to decode unknown words. (e.g., **Graphophonic** - Does it look right? *The big white horse g_____ down the road.* The sound-symbol relationship gives a clue to the unfamiliar word).
 - *6. Notice difficulties in understanding text and reread to clarify.
 - *7. Create mental images from pictures and print.
- F. **Fluency**: Ability to identify words rapidly so that attention is directed at the meaning of the text.
The student will:
 - *1. Independently read aloud level 1 books that have been previewed by the teacher, using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.
 - *2. Use punctuation cues (e.g., commas, periods, question marks) as a guide in getting meaning.

II. **RESPONDING TO TEXT: Students read, construct meaning, and respond to a wide variety of literary forms.**

The student will:

- *A. Retell stories and events using beginning, middle, and end (e.g., oral, art, drama, writing).
- *B. Identify main characters, setting, problems, main events and solutions in stories.

- *C. Identify stated **main idea**, details, or sequence of events in simple **fiction** and **nonfiction**.
- *D. Identify simple cause and effect relationships.
- *E. Make simple inferences and draw conclusions about possible outcomes.
- *F. Discriminate between realism and fantasy.
- *G. Answer and discuss how, why, and what-if questions about what is read.
- *H. Connect information and events in text to life experiences.
- *I. Describe new information gained from text to life experiences.
- J. Recognize cultural diversity in multicultural tales.

III. INFORMATION AND RESEARCH: Students read widely to acquire knowledge, conduct research, and organize information.

The student will:

- A. Alphabetize words to the first letter.
- B. Read and follow simple directions.
- *C. Use a picture dictionary to gain information.
- D. Recognize author, illustrator, and title page as identifying items of information about a book.
- E. Use and interpret charts, maps, graphs, and calendars.
- *F. Generate questions about topics.
- *G. Use books to gather information for research topics (e.g., use table of content, examine pictures and charts).

IV. EFFECTIVE READING HABITS: Students demonstrate the behaviors, habits, and attitudes of an effective reader.

The student will:

- *A. Participate in daily, independent reading of self-selected literature (e.g., **Sustained Silent Reading/Drop Everything and Read**; 10-20 minutes daily).
- *B. Share and discuss books daily in pairs, in small groups and in large groups.
- *C. Respond to daily oral reading led by teacher through discussion, art, drama, and writing.
- *D. Participate in shared book experiences (e.g., stories, poems, and songs).
- *E. Recommend and discuss favorite reading selections (e.g., fiction and nonfiction).
- *F. Demonstrate familiarity with a variety (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, and labels).
- *G. Read for the purpose of communication (e.g., journals, letters, invitations, messages).

V. WRITING

The student will:

- A. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, publishing or sharing.

1. Use prewriting activities such as brainstorming, discussion, drawing, or **webbing**, or story starters.
 2. Write first drafts.
 3. Revise selected drafts with a teacher or partner.
 4. Be introduced to editing.
 5. Share writings with peers and adults.
- B. Write for a variety of purposes and audiences.
1. Develop compositions that describe, explain, or tell a story about familiar objects, people, places, events, or experiences.
 2. Write “thank you” notes, friendly letters, and invitations.
 3. Make **journal** entries.
 4. Create poems and short stories.
- C. Organize ideas into a chronological sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle, and end.
- D. Use handwriting/penmanship to copy and/or compose text using correct formation and spacing of letters.
1. Print legibly.
 2. Space letters, words, and sentences appropriately.
 3. Recognize margins.
 4. Write messages that move left-to-right and top-to-bottom on the page.

VI. GRAMMAR/USAGE AND MECHANICS

The student will begin to:

- A. Write and speak using standard English conventions appropriate to the grade level.
1. Grammar/Usage.
 - a. Nouns (naming words)
 - b. Singular and plural nouns
 - c. Singular possessive pronouns (my/mine, his/hers, your/yours)
 - d. Verbs (acting words)
 - e. Present and past tense verbs
 - f. Contractions (isn't, aren't, can't, won't)
 - g. Double negatives
 - h. Adjectives (describing words)
 2. Capitalization.
 - a. First word in sentence
 - b. Names of people and places
 - c. The pronoun “I”
 3. Punctuation.
 - a. Period
 - b. Exclamation point
 - c. Question mark
 - d. Period used in abbreviations
 4. Spelling.
 - a. Write all the upper and lower case letters of the alphabet.
 - b. Use phonics knowledge and basic patterns to spell three- and four-letter words accurately (e.g., CVC = hop; CVC e =

- c. Represent with appropriate letters all the sounds of a word (**phonetic spelling**) when writing independently.
 - d. Introduce basic elements of phonetic analysis (common letter/sound relationships) and structural analysis (**syllables** and basic **prefixes** and **suffixes**)
- B. Recognize that spoken language can represent written language by specific sequence of letters.

VII. LISTENING/SPEAKING

The student will:

- A. Listen courteously and attentively and respond appropriately to a variety of oral language experiences.
 - 1. Listen to stories read aloud.
 - 2. Tell and write a personal identification data such as name, home address, telephone number, and parents' names.
 - 3. Retell a story or idea.
 - 4. Use simple literary practices in talking such as "once upon a time" or "what is the moral of the story".
 - 5. Give, restate, and follow two-step directions.
 - 6. Ask questions for clarification and understanding.
 - 7. Use descriptive words when speaking about people, places, things, and events.
 - 8. Participate in class discussions.
- B. Speak articulately and audibly using appropriate language, enunciation, volume, and correct usage.
- C. Express personal identification with a character or the idea or situation of a character in literature.
- D. Express ideas and opinions in class discussion and present simple reports such as in show and tell.
- E. Show consideration for others.

VII. VISUAL LITERACY/LITERARY RESPONSE

The student will:

- A. Respond to visual messages by distinguishing between realistic and nonrealistic in stories, films, and television programs.
- B. Listen to, view, or read literature which tells of characters in America and other cultures.
- C. Use a variety of electronic media (television, video, computer sources) to help them in developing their own stories.
- D. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.
- E. Describe how illustrations contribute to text.
- F. Connect ideas and themes across texts.