School District of Marshfield Literacy Standards – 1ST GRADE

LITERACY – Reading, Writing, Speaking & Listening, Language, Research/Inquiry, and Digital Learning

Wisconsin Academic Standards *Specific knowledge and skills that students will know and be able to do by the end of First Grade.*	Marshfield Student Learning Target ("I can ….") *These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.*

Foundational Skills

Print Concepts • Demonstrate understanding of the organization and basic features of print. **RF.1.1** • Recognize and distinguish features of a sentence (e.g. first word, capitalization, and ending punctuation). **RF.1.1.A**	**Print Concepts** • I can identify a sentence and know that it needs ending punctuation. (period, question mark, exclamation mark) • I can identify the beginning and the end of a sentence. • I can recognize capital letters and why they are used.

Phonological Awareness
• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.1.2**
  • Distinguish long from short vowel sounds in spoken single-syllable words. **RF.1.2.A**
  • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. **RF.1.2.B**
  • Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words **RF.1.2.C**
  • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes.) **RF.1.2.D**
	Phonological Awareness
	• I can identify long and short vowels sounds in words and I know the letters that make those sounds.
	• I can blend into words. (CVC, blends, digraphs)
	• I can segment words into sounds.

Phonics and Word Recognition
• Students will know and apply grade-level phonics and word analysis skills in decoding words. **RF.1.3**
  • Know the spelling-sound correspondences for common consonant digraphs. **RF.1.3.A**
  • Decode regularly spelled one-syllable words. **RF.1.3.B**
  • Know –e and common vowel team conventions for representing long vowel sounds. **RF.1.3.C**
  • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **RF.1.3.D**
  • Decode two-syllable words following basic patterns by breaking the words into syllables. **RF.1.3.E**
  • Read words with inflectional endings. **RF.1.3.F**
  • Recognize and read grade-appropriate regularly spelled words. **RF.1.3.G**
	Phonics and Word Recognition
	• I can identify consonant digraphs
	• I can read one-syllable and two syllable words
	• I can read words with long vowels (CVCe and vowel teams)
	• I can identify vowel(s) in syllables
	• I can read words with –s, -es, -ed and -ing
	• I can read high frequency words (at least 100 by the end of the year).

Fluency
• Read with sufficient accuracy and fluency to support comprehension. **RF.1.4**
  • Read on-level text with purpose and understanding. **RF.1.4.A**
  • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **RF.1.4.B**
  • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.1.4.C**
	Fluency
	• I can read on level text and show understanding and know my purpose for reading
	• I can read on level text fluently and accurately with expression.
	• I can use reading strategies to self- correct for better understanding.

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Reading Literature

Key Ideas and Details • Ask and answer questions about key details in a text. **RL 1.1** • Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RL 1.2** • Describe characters, settings, and major events in a story, using key details. **RL 1.3**	*Key Ideas and Details* • I can ask/answer questions about a story • I can retell a story using key details. • I can recognize characters and tell important things about them. • I can sequence events in a story. • I can understand the problem in a story. • I can infer and discuss how a character feels. • I can describe the setting or major events in a story.
Craft and Structure • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **RL.1.4** • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RL.1.5** • Identify who is telling the story at various points in a text. **RL.1.6**	*Craft and Structure* • I can identify words in a story that tell about feelings or the senses. • I can explain the differences between books that tell stories and books that give information. • I can understand texts that have dialogue.
Integration of Knowledge and Ideas • Use illustrations and details in a story to describe its characters, setting, or events. **RL.1.7** • Compare and contrast the adventures and experiences of characters in stories. **RL.1.9**	*Integration of Knowledge and Ideas* • I can describe the setting, characters, and events in a story. • I can compare a character(s) across a series of stories.
Range of Reading and Level of Text Complexity • With prompting and support, students will read prose and poetry of appropriate text complexity for grade 1. **RL.1.10**	*Range of Reading and Level of Text Complexity* • I can choose just right books or poems at my level.

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Reading Informational Text

Key Ideas and Details • Ask and answer questions about key details in a text. **RI 1.1** • Identify the main topic and retell key details of a text. **RI 1.2** • Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI 1.3**	*Key Ideas and Details* • I can identify key details and retell them. • I can ask and answer questions from the text. • I can identify the main topic of a text. • I can describe the connections made between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **RI.1.4** • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **RI.1.5** • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **RI.1.6**	*Craft and Structure* • I can identify words I don't know in a text and ask questions to find the meaning of the word. • I can use the text to clarify the meaning of a word. • I can notice, understand and use graphics such as labels and captions for pictures and simple diagrams. • I can use simple readers' tools to find information in text (table of contents, index, and glossary). • I can notice and figure out information from pictures.
Integration of Knowledge and Ideas • Use the illustrations and details in a text to describe its key ideas. **RI.1.7** • Identify the reasons an author gives to support points in a text. **RI.1.8** • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.1.9**	*Integration of Knowledge and Ideas* • I can identify details in illustrations and use information to better understand the key ideas of the text. • I can identify the authors purpose and key details to support their viewpoint. • I can make connections between texts and other texts that have been read or heard.
Range of Reading and Level of Text Complexity • With prompting and support, read informational texts appropriately complex for grade 1. **RI.1.10**	**Range of Reading and Level of Text Complexity** • I can choose just right informational text.

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Speaking and Listening	

Comprehension and Collaboration
• Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger settings. **SL.1.1**
   • Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.1.1.A**
   • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **SL.1.1.B**
   • Ask questions to clear up any confusion about the topics and texts under discussion. **SL.1.1.C**
• Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.2**
• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **SL.1.3**
	Comprehension and Collaboration
	• I can follow classroom discussion rules: participate, speak clearly, take turns, etc.
	• I can keep a conversation going with friends and my teacher.
	• I can ask and answer questions to clarify understanding of key details or information presented.
	.

Presentation of Knowledge and Ideas • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.1.4** • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL.1.5** • Produce complete sentences when appropriate to task and situation. **SL.1.6**	*Presentation of Knowledge and Ideas* • I can use important details to express my ideas and feeling clearly. • I can use objects, drawings, or technology to help others understand something I am talking about. • I can speak using complete sentences and ideas.

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Writing	
Text Types and Purposes • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.1.1** • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.1.2** • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.1.3**	*Text Types and Purposes* • I can express my opinions about a story or poem. • I can give reasons for my opinions. • I can write books or short pieces of writing that people enjoy reading and give them information about a topic. • I can write a beginning to a story using a topic sentence. • I can write an ending to a story using a closing sentence. • I can provide some descriptive details to make the story interesting. • I can tell events in order that they occurred in personal narratives.
Production and Distribution of Writing • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.1.5** • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.1.6**	*Production and Distribution of Writing* • I can understand that writers can change writing when they get feedback from a friend or teacher. • I can create and publish works for personal and group expression using digital tools (with teacher guidance). • I can use technology to produce and publish writing (individually or in a group)
Research to Build and Present Knowledge • Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7 • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8	**Research to Build and Present Knowledge** • I can research a topic to find facts. • I can write about things I learn. • I can find answers to my questions in different ways. • I can create a researched writing project with a friend.

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Language

Conventions of Standard English
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.1.1**
  o Print all upper- and lowercase letters. **L.1.1.A**
  o Use common, proper, and possessive nouns. **L.1.1.B**
  o Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). **L.1.1.C**
  o Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). **L.1.1.D**
  o Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **L.1.1.E**
  o Use frequently occurring adjectives. **L.1.1.F**
  o Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). **L.1.1.G**
  o Use determiners (e.g., articles, demonstratives). **L.1.1.H**
  o Use frequently occurring prepositions (e.g., *during, beyond, toward*). **L.1.1.I**
  o Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1.J**
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.1.2**
  o Capitalize dates and names of people. **L.1.2.A**
  o Use end punctuation for sentences. **L.1.2.B**
  o Use commas in dates and to separate single words in a series. **L.1.2.C**
  o Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.1.2.D**
  o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **L.1.2.E**
	Conventions of Standard English
	• I can write all my upper-case letters.
	• I can write all my lower-case letters.
	• I can use nouns in my speaking and writing.
	• I can match nouns with action words (He hops; We hop).
	• I can use pronouns (I, me, my, they, them, their, anyone, everything).
	• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking.
	• I can use describing words.
	• I can use connecting words (and, but, or, so, because).
	• I can use a, an, and the
	• I can use prepositions like over, under, and around
	• I can combine sentences.
	• I can capitalize dates and names.
	• I can use end punctuation for sentences.
	• I can use commas in dates and lists.
	• I can spell sight words and word family words.
	• I can use invented spelling.

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Language Cont.

Vocabulary Acquisition and Use
 	
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. **L.1.4**
  ○ Use sentence-level context as a clue to the meaning of a word or phrase. **L.1.4.a**
  ○ Use frequently occurring affixes as a clue to the meaning of a word. **L.1.4.b**
  ○ Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). **L.1.4.c**
 	
• With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **L.1.5**
  ○ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **L.1.5.a**
  ○ Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). **L.1.5.b**
  ○ Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). **L.1.5.c**
  ○ Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. **L.1.5.d**
 	
• Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). **L.1.6**
	Vocabulary Acquisition and Use
	• I can find root words and endings.
	• I can use word clues to figure out what a word means.
	• I can use the end of words to figure out what a word means.
	
	When someone helps me:
	• I can put words in groups that are the same. (Categorizing)
	• I can tell what words mean and add details. (Attributes)
	• I can make a real-life connection between words and their use.
	• I can use the correct vocabulary in expressing myself.
	• I can identify antonyms and synonyms.
	• I can put two little sentences together in one sentence.

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Digital Learning

Empowered Learner
- Articulate a set of personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes. **1a**
- Build networks and customize their learning environments in ways that support the learning process. **1b**
- Use technology to seek feedback that informs and improve their practice and to demonstrate their learning in a variety of ways. **1c**
- Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies. **1d**

Digital Citizen
- Engage in positive, safe, legal and ethical behavior when using technology, including social media interactions online or when using networked devices. **2b**
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **2c**

Knowledge Constructor
- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. **3a**
- Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. **3b**
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts and demonstrate meaningful connections or conclusions. **3c**

Creative Communicator
- Choose the appropriate platforms and tools for meeting the desired objective of their creation or communication. **6a**
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. **6c**
- Publish or present content that customizes the message and medium for a variety of audiences. **6d**

Global Collaborator
- Contribute constructively to project teams, assuming various gorals and responsibilities to work effectively toward a common goal. **7c**

- I can use technology to communicate information.
- I can contribute to digitally produced and shared class work.
- I can explain why credit is important to a creator.
- I can give myself proper credit for my own work.
- I can recognize websites that are appropriate to visit (with teacher guidance).
- I can understand the nature of different digital footprints.
- I can judge what information is appropriate to be put online.
- I can use a password to protect private information and access digital resources
- I can interact with a technology using multiple input methods (e.g. keyboard, touch screen, mouse, voice, etc.).
- I can use digital tools (with teacher guidance) to access information.