



BROWNELL TALBOT

First Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text	
<p>Concepts About Print Students will demonstrate an understanding of the organization and basic features of print.</p>	<ul style="list-style-type: none"> • BT 1.1.1a Identify and understand the meaning and variations in text (e.g., font, size, bold, italic, upper/lower case). • BT 1.1.1b Recognize the distinguishing features of a sentence including punctuation (e.g., quotations). • BT 1.1.1c Identify parts of a book (e.g., title page, author, illustrator, table of contents).
<p>Phonological Awareness Students will demonstrate understanding of words, syllables, and sounds in oral language.</p>	<ul style="list-style-type: none"> • BT 1.1.2a Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • BT 1.1.2b Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • BT 1.1.2c Manipulate individual sounds or phonemes in simple, one-syllable words to make new words.
<p>Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p>	<ul style="list-style-type: none"> • BT 1.1.3a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text. • BT 1.1.3b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words). • BT 1.1.3c Read common high frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
<p>Fluency Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.</p>	<ul style="list-style-type: none"> • BT 1.1.4a Read grade level text with accuracy, appropriate pace, and expression to demonstrate understanding.
<p>Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<ul style="list-style-type: none"> • BT 1.1.5a Use word families, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words). • BT 1.1.5b Demonstrate understanding that context clues (e.g., word and sentence clues) and text features exist and may be used to help infer the meaning of unknown words. • BT 1.1.5c Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • BT 1.1.5d Identify semantic relationships (e.g., conceptual categories) to determine word relationships. • BT 1.1.5e Locate words and determine word meaning using reference materials and classroom resources.
<p>Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p>	<ul style="list-style-type: none"> • BT 1.1.6a Identify author's purpose (e.g., explain, entertain, inform). • BT 1.1.6b Describe characters, settings, and major events in a story, using key details. • BT 1.1.6c Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • BT 1.1.6d Retell stories, including key details, and demonstrate understanding of their central message or lesson. • BT 1.1.6e Identify the main topic and retell key details of an informational text. • BT 1.1.6f 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. • BT 1.1.6g Make connections between own life and/or other cultures in literary and informational text. DOK 4 • BT 1.1.6h Ask and answer questions about key details in a text.

Writing: Students will learn and apply writing skills and strategies to communicate.

<p>Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</p>	<ul style="list-style-type: none"> • BT 1.2.1a Use prewriting activities and inquiry tools to generate ideas. • BT 1.2.1b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end. • BT 1.2.1c With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • BT 1.2.1d With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others. • BT 1.2.1e Persevere in writing tasks of various length.
<p>Writing Modes Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	
<p>Opinion</p>	<ul style="list-style-type: none"> • BT 1.2.2a 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.
<p>Informative/Explanatory</p>	<ul style="list-style-type: none"> • BT 1.2.3a Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<p>Narratives</p>	<ul style="list-style-type: none"> • BT 1.2.4a 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.
<p>Research</p>	<ul style="list-style-type: none"> • BT 1.2.5a 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). • BT 1.2.5b With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<p>Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<ul style="list-style-type: none"> • BT 1.3.1a Actively participate in conversation with peers and adults about first grade topics and texts. • BT 1.3.1b Using complete sentences, describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • BT 1.3.1c Produce complete sentences when appropriate to task and situation. • BT 1.3.1d Utilize appropriate visual and/or digital tools to support verbal communication.
<p>Listening Students will develop and demonstrate active listening skills across a variety of situations.</p>	<ul style="list-style-type: none"> • BT 1.3.2a Confirm understanding of a text read aloud, information presented orally, or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • BT 1.3.2b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood in text or under discussion.
<p>Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.</p>	<ul style="list-style-type: none"> • BT 1.3.3a 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). • BT 1.3.3b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

<p>Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.</p>	<p>BT 1.4.1a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</p>
<p>Digital Citizenship Students will practice the norms of appropriate and responsible technology use.</p>	<p>BT 1.4.2a With guidance, practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, using appropriate sites and materials).</p>