

Oregon English/Language Arts Grade-level Foundations

Grade 1

READING

Concepts of Print

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Identify letters, words, and sentences.

Match oral words to printed words.

Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Phonemic Awareness

Create and state a series of rhyming words including consonant blends (e.g., flat, slat).

Listen and distinguish initial, medial, and final sounds in single-syllable words.

Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).

Listen and count the number of sounds in a syllable; count the number of syllables in a word.

Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., / c / a / t / = cat; / f / l / a / t / = flat).

Orally segment single syllable spoken words into their components (e.g., cat = / c / a / t /; splat = / s / p / l / a / t /; rich = / r / i / ch /).

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

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READING

Decoding and Word Recognition

Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.

Use letter-sound correspondence knowledge to sound out unknown words.

Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).

Read compound words and contractions.

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

Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).

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

Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.

By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

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READING

Listen to and Read Informational and Narrative Text

CCG: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

#18 Tale of the Sun
#22A Trees as Habitats



Skills to Support Standards:

- Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.
- Demonstrate listening comprehension of more complex text through discussions.
- Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Notice when difficulties are encountered in understanding text.

Vocabulary

CCG: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas

#54A I'd Like to Visit a Place Where



Skills to Support Standards:

- Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.
- Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Classify categories of words (e.g., concrete collections of animals, foods, toys).

#6A Picture This!

Use context to understand word and sentence meanings.

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READING

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Read written directions, signs, captions, warning labels, and informational books.

Locate the title, name of author, name of illustrator, and table of contents.

Alphabetize a list of words by the first letter.

Read and understand simple one-step written instructions.

Obtain information from print illustrations.

Identify text that uses sequence or other logical order (explain how informational text is different from a story).

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.

Describe new information gained from text in own words.

Answer simple written comprehension questions based on material read.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.

Make connections and discuss prior knowledge of topics in informational texts.

Discuss how, why, and what-if questions in sharing informational texts.

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

There are currently no grade 1 grade-level foundations for Informational Text: Examine Content and Structure.

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LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#8 The Forest of S. T. Shrew
#18 Tale of the Sun
#36 Pollution Search

CCG: Demonstrate general understanding of grade-level literary text.

#8 The Forest of S. T. Shrew
#18 Tale of the Sun

CCG: Develop an interpretation of grade-level literary text.

#8 The Forest of S. T. Shrew
#18 Tale of the Sun

CCG: Examine content and structure of grade-level literary text.

#8 The Forest of S. T. Shrew
#18 Tale of the Sun



Skills to Support Standards:

- Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.
- Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding

Describe the roles of authors and illustrators.

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

Retell the main events of the story describing the beginning, the middle, and the end.

Sequence the events in the story.

Literary Text: Develop an Interpretation

Relate prior knowledge to the story.

Predict and justify what will happen next in stories.

Literary Text: Examine Content and Structure

Distinguish fantasy from realistic text.

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WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- **With guidance, discuss ideas and select a focus when writing.**
- **With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.**

Writing

CCG: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

With assistance, write for different purposes and to a specific audience or person.

Develop an idea with an identifiable beginning, middle and end.

Sequence two or more events.

Use descriptive words when writing.

Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.

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WRITING

Conventions

Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spell correctly three- and four-letter short vowel words (can, will).

Use spelling/phonics-based knowledge to spell independently when necessary.

Show spelling consciousness or sensitivity to conventional spelling.

Grammar

Identify and correctly write singular and plural nouns (cat/cats).

Identify and correctly write simple possessive pronouns (my/mine; his/hers).

Punctuation

Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.

Capitalization

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

Handwriting

Print legibly and space letters, words, and sentences appropriately.

Writing Applications

Narrative Writing

Write brief stories that describe an experience.

Expository Writing

Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.

#2B Get in Touch with Trees

#6B Picture This!

#20 Environmental Exchange Box

Write simple directions.

CCG: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

The K-2 Foundations prepare students to meet Oregon's academic standards.

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Grade 1

WRITING

Research Report Writing

CCG: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

With guidance, gather information about a topic and sort it into major categories.

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SPEAKING AND LISTENING

Speaking

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.
#21A Adopt-A-Tree
#22A Trees as Habitats

Recite poems, rhymes, songs, and stories.

Stay on topic when speaking.

Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.

#8 The Forest of S. T. Shrew

#18 Tale of the Sun

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

With guidance, use descriptive words when speaking about people, places, things, and events.

#2 A&B Get in Touch with Trees

#6 A&B Picture This!

#18 Tale of the Sun

Speak clearly.

#18 Tale of the Sun

Look at listeners.

The K-2 Foundations prepare students to meet Oregon's academic standards.

CCG: Listen critically and respond appropriately across the subject areas.

Listening

Listen attentively.

#2A Get in Touch with Trees

#4B Sounds Around

#6 A&B Picture This!

#8 The Forest of S. T. Shrew

#18 Tale of the Sun

Ask questions for clarification and understanding.

#6 A&B Picture This!

#18 Tale of the Sun

Give, restate, and follow simple two-step directions.

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no grade 1 grade-level foundations for Analysis.