

Grade 1: Essentials—Language Arts	Core Standards
Term 1	
Phonemic awareness: Isolate and pronounce initial and final sounds (phonemes) in spoken single-syllable words.	RF1.2c
Phonics: Decode CVC words (real and nonsense).	RF1.3b
Fluency: Read high-frequency word list with automaticity (not sounding words out*): I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was, does, not, school, what, down, out, up, very, be, come, good, pull, fun, make, they, too, jump, move, run, two, again, help, new, there, use, in, that, it, on, as, with, his, they, at, this.	RF1.3g RF1.4b
Writing & Language: Write sentences with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	L1.1a L1.2b,d,e
Term 2	
Phonemic awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends, and orally segment single-syllable words.	RF1.2b
Phonics: Decode words with the digraphs /wh/, /sh/, /th/, and /tch/ (real and nonsense) and decode inflectional endings s, es, and ing.	RF1.3a&f
Fluency: Read high-frequency word list with automaticity (not sounding words out*): could, live, one, then, three, eat, no, of, under, who, all, call, day, her, want, around, by, many, place, walk, away, now, some, today, way, why, green, grow, pretty, should, together, water, any, from, happy, once, so, upon, ago, boy, girl, how, old, people, one, had, words, but, when, an, each, which, if.	RF1.3g RF1.4b
Writing & Language: Write a multi-sentence text that includes a topic and supplies at least two or more details (details could be facts, reasons, or events) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	W1.1 W1.2 W1.3 L1.2b,d,e
Term 3	
Phonemic awareness: Orally produce single-syllable words by blending and segmenting consonant blends, CCVC, CVCC words.	RF1.2b&d
Phonics: Decode words with final e; decode words with long vowel sounds (long a: a_e, ai, ay), (long e: ee, ea), (long i: i_e, y, igh), (long o: o_e, oa, ow,), and (long u: u_e). Decode words with inflectional endings ed and y.	RF1.3b,c,f
Fluency: Read high-frequency word list with automaticity (not sounding words out*): after, buy, done, every, soon, work, about, animal, carry, eight, give, our, because, blue, into, or, other, small, find, food, more, over, start, warm, caught, flew, know, laugh, listen, were, found, hard, near, woman would, write, four, none, only, large, put, round, another, climb, full, great, poor, through, began, better, guess, learn, right, sure, will, them, these, him, time.	RF1.3g RF1.4b
Writing & Language: Write a multi-sentence text with a beginning, middle, and end that includes a topic and supplies three or more details (details could be facts, reasons, or events) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.	W1.1 W1.2 W1.3 L1.2b,d,e
Comprehension: Answer questions about text that is read aloud to the student.	SL1.2

Term 4	
<p>Phonics: Decode diphthongs /ou/, /ow/, /oy/, and /oi/; decode /aw/; decode the 2 oo sounds (as in ‘book’ and ‘fool’); decode r-controlled vowel sounds (ar, er, ir, ur, or). Decode words with inflectional endings er and est.</p>	RF1.3a
<p>Fluency: Read high-frequency word list with automaticity (not sounding words out*): color, early, instead, nothing, oh, thought, above, build, fall, knew, money, toward, answer, brought, busy, door, enough, eyes, brother, father, friend, love, mother, picture, been, children, month, question, their, year, before, front, heard, push, tomorrow, your, favorite, few, gone, surprise, wonder, young, number, than, first, called, oil, sit, find, long, did, made, get, may, part.</p> <p>Read a first grade passage level reading passage with sufficient accuracy and fluency to support comprehension (50+ wcpm).</p>	RF1.4b
<p>Writing & Language: Using correct capitalization and punctuation, write a sequenced multi-sentence text with a beginning, middle, and end that includes a topic, supplies 3 or more details (details could be facts, reasons, or events), and includes transition words to signal order (i.e., first, next, then, last, etc.) with mostly correct letter formation, capitalization, and ending punctuation; grade-level words are spelled conventionally and untaught words are spelled phonetically.</p>	W1.1 W1.2 W1.3 L.1.2b,d,e
<p>Comprehension: Monitor comprehension while reading and being read to.</p>	SL1.3 RL1.2

*The number of words tested will determine the timing on fluency tests.