

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Foundational Skills

### 1<sup>st</sup> Grade

#### **RF.1.1**

**Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).**

#### **Essential Understanding**

- Know that sentences begin with a capital letter.
- Know that sentences need ending punctuation.

#### **Extended Understanding**

- Understanding of print features, structures and characteristics facilitate the reader's ability to make meaning of the text.

#### **Academic Vocabulary**

- Organization
- Word
- Sentence
- Beginning
- Ending
- Punctuation
- Capitalization
- Question mark
- Period
- Exclamation mark

#### **CCR Anchor Standard:**

No Anchor Standard for Reading Foundational Skills.

#### **Content Elaborations**

The focus of Print Concepts is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.

In first grade, this standard focuses on a student's ability to demonstrate understanding of print by recognizing the distinguishing features of a sentence in order to foster awareness necessary for both beginning reading and writing.

#### **Next Grade Level Progression Statement**

This standard does not continue into the next grade. However, print concepts, along with phonological awareness and phonics, make up the foundational skills necessary for proficient reading. Students that have not yet mastered this standard will continue to need instruction in this area.

### Question Ideas

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|--|---|
| <ul style="list-style-type: none"><li>• Did you start the sentence with a capital?</li><li>• How should you start that sentence?</li><li>• How should your sentence end?</li><li>• Show me where to begin reading.</li></ul> | <ul style="list-style-type: none"><li>• Can you show me a(n) (uppercase, lowercase) letter? a word? a sentence?</li><li>• (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?</li></ul> |
|--|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 19-20 provide the general progressions of phonological skills and examples of each skill.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Morning Message/Daily News**

In this strategy, the teacher writes a daily message to the students. The message welcomes the students and highlights the day's events. After the shared reading of the message, the teacher can guide students to identify various features of print such as beginning and ending sounds, rhyming words, word families, as well as grammar and mechanics.

#### **Resources: Whole Brain Teaching**

This [video](#) shows teachers how to teach students hand motions they can use to demonstrate their understandings about features of print.

#### **RF.K.1 (Prior Grade Standard)**

Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

#### **(Future Grade Standard)**

No Standard at this level.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Foundational Skills

### 1<sup>st</sup> Grade

<p><b>RF.1.2</b></p> <p><b>Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</b></p>	<p><b><u>Essential Understanding from the Standard</u></b></p> <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending phonemes, including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual phonemes</li> </ol>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish</li> <li>• Vowel</li> <li>• Consonant</li> <li>• Sound s</li> <li>• Segment</li> <li>• Blend</li> <li>• Syllable</li> <li>• Initial (beginning)</li> <li>• Medial (middle)</li> <li>• Final (end)</li> </ul>
<p><b><u>CCR Anchor Standard:</u></b></p> <p>No Anchor Standard for Reading Foundational Skills.</p>		

### **Content Elaborations**

Phonological awareness instruction should be explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (progressing from easier to more difficult tasks). In first grade, students should receive phonological awareness instruction for a brief time whole group each day and allow additional time for small group instruction for students who need further assistance.

### **Next Grade Level Progression Statement**

This standard does not continue into the next grade. However, phonological awareness, and specifically phonemic awareness, is necessary for a student to obtain in order to learn to read. Students that have not yet mastered this standard will continue to need instruction in this area.

## Question Ideas

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|--|--|
| <ul style="list-style-type: none"><li>• Does this word have a long or short vowel sound?</li><li>• Say each sound you hear in this word slowly.</li><li>• What do you hear at the beginning of this word?</li><li>• What do you hear next? At the end?</li></ul> | <ul style="list-style-type: none"><li>• Stretch the word _____.</li><li>• On your arm, tap the sounds you hear in _____.</li><li>• What word do you make by putting together the sounds /m/a/t/?</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 19-20 provide the general progressions of phonological skills and examples of each skill.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Guess the Word/Snail Talk Game (small group)**

Students will be able to blend and identify a word stretched out by the teacher. Use picture cards of objects that students are likely to recognize such as sun, flag, snake, tree, and book. Place the picture cards in front of the students. The teacher will say a word using "Snail Talk" a slow way of saying words (e.g., /ffffffllllaaaag/). The students will use the pictures to help determine the word. Once they become accustomed to doing this, students can become the 'teacher' and stretch the word for other students

### **Resources: Foundational Skills**

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

### **RF.K.2 (Prior Grade Standard)**

Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. \* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.

### **(Future Grade Standard)**

No Standard at this level.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Foundational Skills

### 1<sup>st</sup> Grade

## RF.1.3

**Know and apply grade-level phonics and word analysis skills in decoding words.**

**CCR Anchor Standard:**

No Anchor Standard for Reading Foundational Skills.

**Essential Understanding from the Standard**

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

**Academic Vocabulary**

- Decode\*
- Syllable
- Sounds
- Silent e
- Vowel
- Consonant
- Pattern
- Endings
- Diagraph

**Content Elaborations**

Systematic phonics instruction is a part of a balanced program of teaching reading. Phonics, along with other strategies, is used for word recognition. Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words.

## Question Ideas

- When I point to a letter tell me if it is a vowel or consonant?
- What can you do when you get to a word you don't know?
- What do you hear at the beginning, middle, end of this word?
- Did you see any silent letters?
- Stretch the sounds, then put them together quickly.
- Can you hear the differences between long and short vowel sounds?
- How many syllables does this word have?
- Tap out the syllables in the word \_\_\_\_.
- Are there any chunks you know?

## Ohio's Learning Standards for English Language Arts Supports: Appendix A

[Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards](#)- Pages 18-19 provide phoneme-grapheme correspondences for consonants and vowels; Page 22 provides vowel graphemes with definitions and examples; pages 22-23 provide the six common syllable types.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Phoneme/Grapheme Mapping**

One to one correspondence of sound and symbol in [Elkonin Boxes](#). Students are now attaching a symbol to the sound. Students will write the corresponding letter or letters to each sound of a word in a box. Students will then write the word next to the boxes.

### **Resources: Words Their Way**

Bear, Donald R, Marcia Invernizzi, Shane Templeton, Francine R. Johnston, and Donald R. Bear. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. Boston, Pearson, 2016 is a hands-on, developmentally driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

### **RF.K.3 (Prior Grade Standard)**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **RF.2.3 (Future Grade Standard)**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Foundational Skills

### 1<sup>st</sup> Grade

#### **RF.1.4**

**Read with sufficient accuracy and fluency to support comprehension.**

#### **CCR Anchor Standard:**

No Anchor Standard for Reading Foundational Skills.

#### **Essential Understanding from the Standard**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Academic Vocabulary**

- Fluency
- Accuracy
- Expression
- Recognition
- Comprehension
- Re-read
- Punctuation
- Period
- Comma

#### **Content Elaborations**

The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to continue to utilize these skills with increasingly complex text.

## Question Ideas

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|--|--|
| <ul style="list-style-type: none"><li>• Can you make your reading sound like the characters are talking?</li><li>• Can you make your voice sound like the words are together?</li><li>• Can you make your voice go up when you see the question mark at the end?</li><li>• What do we do with our voice when we reach a period, comma?</li></ul> | <ul style="list-style-type: none"><li>• Can you make your voice go down when you see the period at the end?</li><li>• Go back and reread when it doesn't sound or look like you think it should.</li><li>• What can you do when you get to a word or part you don't know?</li><li>• Can you get your mouth ready for the first sound.....? Stretch the sounds.</li></ul> |
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## Ohio's Model Curriculum Instructional Supports

### **Strategies: Tongue Twisters**

Practice saying tongue twisters. The silly sentences carry a message and require expression while engaging students in language play. Once children have practiced with some of the more common ones, they can be encouraged to write their own. Books written by Dr. Seuss are also good to use to practice phrasing, fluency, and expression. An assortment of tongue twisters can be found on the Busy Teachers' [website](#). This read aloud strategy could be enhanced using [Flip grid](#).

### **Resources: Partnering for Fluency**

Moskal, Mary K, and Camille Blachowicz. Partnering for Fluency. New York: Guilford Press, 2006 provides teachers with ideas of how to incorporate fluency activities into instruction across content areas.

### **RF.K.4 (Prior Grade Standard)**

Read emergent-reader texts with purpose and understanding.

### **RF.2.4 (Future Grade Standard)**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.