

FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 1

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Concepts of Print Standard - The student demonstrates knowledge of the concept of print and how it is organized and read. The student will:

- ___ locate the title, table of contents, names of author and illustrator, glossary, and index; and
- ___ distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).

Phonemic Awareness Standard - The student demonstrates phonemic awareness. The student will:

- ___ identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
- ___ blend three to five phonemes to form words;
- ___ segment single syllable words into individual phonemes; and
- ___ manipulate individual phonemes to create new words through addition, deletion, and substitution.

Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- ___ generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;
- ___ identify the sounds of vowels and consonant digraphs in printed words;
- ___ decode words with r-controlled letter-sound associations;
- ___ decode words from common word families;
- ___ recognize high frequency words;
- ___ identify common, irregular words, compound words, and contractions;
- ___ decode base words and inflectional endings; and
- ___ use self-correction when subsequent reading indicates an earlier misreading.

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

- ___ apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
- ___ recognize high frequency and familiar words in isolation and in context; and
- ___ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- ___ use new vocabulary that is introduced and taught directly;
- ___ listen to, read, and discuss both familiar and conceptually challenging text;
- ___ use context clues;
- ___ categorize key vocabulary and identify salient features;
- ___ relate new vocabulary to prior knowledge;
- ___ identify and sort common words into conceptual categories;
- ___ identify common antonyms and synonyms;
- ___ use meaning of individual words to predict meaning of unknown compound words;
- ___ determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
- ___ determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- ___ identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;
- ___ use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;

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- ___ retell the main idea or essential message;
- ___ identify supporting details;
- ___ distinguish fact from fiction and cause from effect;
- ___ arrange events in sequence;
- ___ identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);
- ___ identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and
- ___ self monitor comprehension and reread when necessary.

LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ identify various literary forms (e.g., stories, poems, fables, legends, picture books);
- ___ retell the main events (e.g., beginning, middle, end) in a story;
- ___ identify the characters and settings in a story;
- ___ identify rhyme, rhythm, alliteration, and patterned structures in poems for children;
- ___ respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
- ___ select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;
- ___ select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and
- ___ organize information found in nonfiction text through charting, listing, mapping, or summarizing.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);
- ___ discussing the purpose for a writing piece; and
- ___ organizing ideas using simple webs, maps, or lists.

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ maintaining focus on a single idea using supporting details; and
- ___ organizing details into a logical sequence that has a beginning, middle, and end.

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- ___ evaluating the draft for logical thinking and marking out repetitive text; and
- ___ creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.

Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words
- ___ capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;

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- ___ commas in dates, items in a series;
- ___ singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mine, his/her, hers);
- ___ subject and verb agreement in simple sentences; and
- ___ end punctuation for sentences, including periods, question marks, and exclamation points.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ produce, illustrate and share a variety of compositions.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and
- ___ participate in writing simple stories, poems, rhymes, or song lyrics.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- ___ write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);
- ___ participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);
- ___ write an informational/expository paragraph that contains a topic sentence and at least three details;
- ___ write basic communications, including friendly letters and thank-you notes; and
- ___ write simple directions to familiar locations using "left and right," and create a map that matches the directions.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

- ___ write numbers and uppercase and lowercase letters using left to right sequencing; and
- ___ use appropriate spacing between letters, words, and sentences.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- ___ listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;
- ___ retell specific details of information heard;
- ___ listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
- ___ use formal and informal language appropriately;
- ___ communicate effectively when relating experiences and retelling stories read and heard; and
- ___ participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.

INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

- ___ locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

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- ___ formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);
- ___ use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;
- ___ write a simple report with a title and three facts, using informational sources; and
- ___ identify authors, illustrators, or composers with their works.

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

- ___ recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
- ___ identify types of mass communication (e.g., film, newspapers, radio, digital technology).

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

- ___ use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.

FLORIDA MATHEMATICS STANDARDS: GRADE 1

ALGEBRA

Big Idea 1 - Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.

- ___ Model addition and subtraction situations using the concepts of “part-whole,” “adding to,” “taking away from,” “comparing,” and “missing addend.”
- ___ Identify, describe, and apply addition and subtraction as inverse operations.
- ___ Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.
- ___ Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.

Big Idea 2 - Develop an understanding of whole number relationships, including grouping by tens and ones.

- ___ Compare and order whole numbers at least to 100.
- ___ Represent two digit numbers in terms of tens and ones.
- ___ Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.

Supporting Ideas

- ___ Extend repeating and growing patterns, fill in missing terms, and justify reasoning.
- ___ Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems
- ___ Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams

GEOMETRY AND MEASUREMENT

Big Idea 3 - Compose and decompose two-dimensional and three-dimensional geometric shapes.

- ___ Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides, and number of vertices.
- ___ Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.

Supporting Ideas

- ___ Measure by using iterations of a unit and count the unit measures by grouping units.
- ___ Compare and order objects according to descriptors of length, weight and capacity.