

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** by circling **M** or circle **W** for a **skill you are working on**. If you find a **skill you are not ready to tackle**, circle **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.

Strand: READING PROCESS

Standard1: Concepts of Print—The student demonstrates knowledge of the concept of print and how it is organized and read.

STATUS				SKILL
M	W	NA		The student will locate the title, table of contents, names of author and illustrator, glossary, and index; and
M	W	NA		The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).

Standard3: Phonemic Awareness—The student demonstrates phonemic awareness.

STATUS				SKILL
M	W	NA		The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
M	W	NA		The student will blend three to five phonemes to form words;
M	W	NA		The student will segment single syllable words into individual phonemes; and
M	W	NA		The student will manipulate individual phonemes to create new words through addition, deletion, and substitution.

Standard4: Phonics/Word Analysis—The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

STATUS				SKILL
M	W	NA		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;
M	W	NA		The student will identify the sounds of vowels and consonant digraphs in printed words;
M	W	NA		The student will decode words with r-controlled letter-sound associations;
M	W	NA		The student will decode words from common word families;
M	W	NA		The student will recognize high frequency words;
M	W	NA		The student will identify common, irregular words, compound words, and contractions;
M	W	NA		The student will decode base words and inflectional endings; and
M	W	NA		The student will use self-correction when subsequent reading indicates an earlier misreading.

Standard5: Fluency—The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

STATUS				SKILL
M	W	NA		The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
M	W	NA		The student will recognize high frequency and familiar words in isolation and in context; and
M	W	NA		The student will adjust reading rate based on purpose, text difficulty, form, and style.

Standard6: Vocabulary Development—The student uses multiple strategies to develop grade appropriate vocabulary.

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

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Standard7: Reading Comprehension—The student uses a variety of strategies to comprehend grade level text.			
STATUS			SKILL
M	W	NA	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;
M	W	NA	The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
M	W	NA	The student will retell the main idea or essential message;
M	W	NA	The student will identify supporting details;
M	W	NA	The student will distinguish fact from fiction and cause from effect;
M	W	NA	The student will arrange events in sequence;
M	W	NA	The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);
M	W	NA	The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and
M	W	NA	The student will self monitor comprehension and reread when necessary.

Strand: LITERARY ANALYSIS

Standard1: Fiction—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.

STATUS			SKILL
M	W	NA	The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
M	W	NA	The student will retell the main events (e.g., beginning, middle, end) in a story;
M	W	NA	The student will identify the characters and settings in a story;
M	W	NA	The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children;
M	W	NA	The student will 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
M	W	NA	The student will select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.

Standard2: Nonfiction—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.

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

Strand: WRITING PROCESS

Standard1: Prewriting—The student will use prewriting strategies to generate ideas and formulate a plan.

STATUS			SKILL
M	W	NA	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);
M	W	NA	The student will prewrite by discussing the purpose for a writing piece; and
M	W	NA	The student will prewrite by organizing ideas using simple webs, maps, or lists.

Standard2: Drafting—The student will write a draft appropriate to the topic, audience, and purpose.

STATUS			SKILL
M	W	NA	The student will draft writing by maintaining focus on a single idea using supporting details; and
M	W	NA	The student will draft writing by organizing details into a logical sequence that has a beginning, middle, and end.

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Standard3: Revising—The student will revise and refine the draft for clarity and effectiveness.

STATUS	SKILL
M W NA	The student will revise by <i>evaluating the draft for logical thinking and marking out repetitive text</i> ; and
M W NA	The student will revise by <i>creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.</i>

Standard4: Editing for Language Conventions—The student will edit and correct the draft for standard language conventions.

STATUS	SKILL
M W NA	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;
M W NA	The student will edit for correct use of capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;
M W NA	The student will edit for correct use of commas in dates, items in a series;
M W NA	The student will edit for correct use of singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mines, his/her, hers);
M W NA	The student will edit for correct use of subject and verb agreement in simple sentences; and
M W NA	The student will edit for correct use of end punctuation for sentences, including periods, question marks, and exclamation points.

Standard5: Publishing—The student will write a final product for the intended audience.

STATUS	SKILL
M W NA	The student will produce, illustrate, and share a variety of compositions.

Strand: WRITING APPLICATIONS

Standard1: Creative—The student develops and demonstrates creative writing.

STATUS	SKILL
M W NA	The student will write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and
M W NA	The student will participate in writing simple stories, poems, rhymes, or song lyrics.

Standard2: Informative—The student develops and demonstrates technical writing that provides information related to real-world tasks.

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

Standard3: Persuasive—The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

STATUS	SKILL
M W NA	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

Strand: COMMUNICATION

Standard1: Penmanship—The student engages in the writing process and writes to communicate ideas and experiences.

STATUS	SKILL
M W NA	The student will write numbers and uppercase and lowercase letters using left to right sequencing; and
M W NA	The student will use appropriate spacing between letters, words, and sentences.

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Standard2: Listening and Speaking—The student effectively applies listening and speaking strategies.

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

Strand: INFORMATION AND MEDIA LITERACY

Standard1: Informational Text—The student comprehends the wide array of informational text that is part of our day to day experiences.

STATUS	SKILL
M W NA	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.

Standard2: Research Process—The student uses a systematic process for the collection, processing, and presentation of information.

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

Standard3: Media Literacy—The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

STATUS	SKILL
M W NA	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
M W NA	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).

Standard4: Technology—The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

STATUS	SKILL
M W NA	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.