

READINESS STANDARDS - Grade 1 English Language Arts

(1.4) Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts	Relevant, Clarification, Locate, Fact, Detail
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(1.7) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences	Connection, Personal Experience
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(1.9) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	Plot, Problem, Solution, Beginning, Middle, End, Retell, Order, Event
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(C) describe characters in a story and the reasons for their actions and feelings	Character, Action, Feeling, Reason
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(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) retell or act out important events in stories in logical order	Retell, Event, Logical Order
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(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) restate the main ideas heard or read	Main Idea
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(B) identify important facts or details in text, heard or read	Facts, Detail, Important
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(C) retell the order of events in a text by referring to the words and/or illustrations	Retell, Event, Order
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(D) use text features (e.g., tables of contents, illustrations) to locate specific information in text	Text feature, Table of contents, Illustration
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(1.6) Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)	Compound word
(C) determine what words mean from how they are used in a sentence, either heard or read	Sentence
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	Alphabetize, Dictionary

(1.7) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales	Phrase, Folktale, Fairy tale, Recurring, Repeating
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(1.8) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.

(A) respond to and use rhythm, rhyme, and alliteration in poetry	Rhythm, Rhyme, Alliteration
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(1.10) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.

(A) determine whether a story is true or a fantasy and explain why	True, Fantasy
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(1.13) Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text.

(A) identify the topic and explain the author’s purpose in writing about the text	Topic, Author’s purpose
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(1.14) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

Inference, Expository text

(1.15) Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow written multi-step directions with picture cues to assist with understanding	Directions, Procedural text
(B) explain the meaning of specific signs and symbols (e.g., map features)	Sign, Symbol, Map feature

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(1.16) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)

Purpose, Media, Informational, Entertainment

(B) identify techniques used in media (e.g., sound, movement)

Technique, Media, Sound, Movement

(Fig. 19) Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(D) make inferences about text and use textual evidence to support understanding

Inference, Textual evidence