



PETALUMA CITY SCHOOLS

CONTENT STANDARDS

WITH POWER STANDARDS IN BOLD

Grade One

English-Language Arts

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**
- 2.0 Reading Comprehension**
- 3.0 Literary Response and Analysis**

Writing

- 1.0 Writing Strategies**
- 2.0 Writing Applications (Genres and Their Characteristics)**

Written and Oral English Language Conventions

- 1.0 Written and Oral English Language Conventions**

Listening and Speaking

- 1.0 Listening and Speaking Strategies**
- 2.0 Speaking Applications (Genres and Their Characteristics)**

These standards were reviewed by a district committee in 2005-06. Agreements were reached on which of the California State Content Standards to emphasize.

The bolded standards within this document are being proposed for priority teaching so that all students receive an equitable, aligned curriculum preparing them for success in school, on state tests and in life

Grade One

English-language Arts Content Standards.



Reading

• 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.1 Match oral words to printed words.**
- 1.2 Identify the title and author of a reading selection**
- 1.3 Identify letters, words, and sentences.**

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.**
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).**
- 1.6 Create and state a series of rhyming words, including consonant blends.**
- 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/= *cat*; /f/ l/ a/ t/= *flat*).**
- 1.9 Segment single-syllable words into their components (e.g., /c/ a/ t/= *cat*; /s/ p/ l/ a/ t/= *splat*; /r/ i/ ch/ = *rich*).

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.**
- 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).**
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- 1.15 Read common word families (e.g., *-ite, -ate*).**
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).**

• 2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.**
- 2.3 Follow one-step written instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.**
- 2.7 Retell the central ideas of simple expository or narrative passages.**

• **3.0 Literary Response and Analysis**

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

3.2 Describe the roles of authors and illustrators and their contributions to print materials.

3.3 Recollect, talk, and write about books read during the school year.

Writing

• **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.

Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.



• **2.0 Writing Applications (Genres and Their Characteristics)**

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

• **1.0 Written and Oral English Language Conventions**

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Grammar

1.2 Identify and correctly use singular and plural nouns.

1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking.

• **1.0 Written and Oral English Language Conventions (cont.)**

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

• 1.0 Listening and Speaking Strategies

Comprehension

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.



• 2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.1 Recite poems, rhymes, songs, and stories.

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.

2.3 Relate an important life event or personal experience in a simple sequence.

2.4 Provide descriptions with careful attention to sensory detail.