Snapshot – Grade 1 Literacy

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Catholic Identity Standards

1.1   Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*

Ways to Grow		
	1.1A	recognize that every human life is sacred because each person is created and loved by God*
	1.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	1.1C	recognize and oppose unjust social structures and work toward justice for all*
	1.1D	see God at work in all things and as expressed in the sacraments*
	1.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
1.2   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
1.2 communicate ideas effectively through speaking and discussion	1.2A listen actively, ask relevant questions to clarify information, and answer questions 1.2B follow, restate, and give oral instructions that involve a short, related sequence of actions 1.2C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language 1.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions 1.2E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings

Word Study

Developing and sustaining foundational language skills: Listening, speaking, reading, writing, and thinking
1.3A/B/C   Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
1.3D   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus		
1.3A demonstrate phonological awareness	1.3A demonstrate phonological awareness by: 1.3A.1 producing a series of rhyming words 1.3A.2 recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound 1.3A.3 distinguishing between long and short vowel sounds in one-syllable words 1.3A.4 recognizing the change in spoken word when a specified phoneme is added, changed, or removed 1.3A.5 blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends 1.3A.6 manipulating phonemes within base words 1.3A.7 segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends		
1.3B/C demonstrate and apply phonetic knowledge while reading and spelling	**Decoding (Reading)** ⟷ **Encoding (Writing)**		
	1.3B demonstrate and apply phonetic knowledge by: 1.3B.1 decoding words in isolation and in context by applying common letter correspondences		1.3C demonstrate and apply spelling knowledge by: 1.3C.1 spelling words using sound-spelling patterns
	1.3B.2 decoding words with initial and final consonant blends, digraphs, trigraphs	⟷	1.3C.2 spelling words with silent initial and final consonant blends, digraphs, and trigraphs
	1.3B.3 decoding with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs, diphthongs; r-controlled syllables; and final stable syllables	⟷	1.3C.3 spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	1.3B.4 identifying and reading at least 100 high-frequency words from a research-based list	⟷	1.3C.4 spelling high-frequency words from a research-based list
	1.3B.5 using knowledge of base words to decode common compound words and contractions		
	1.3B.6 decoding words with inflectional endings, affixes -s, -ed, and -ing		
1.3D use skills to support strategies for determining the meaning of unknown words while reading	1.3D.1 alphabetize a series of words to the first or second letter and use a dictionary to find words 1.3D.2 identify the meaning of words with the affixes -s, -ed, and -ing 1.3D.3 identify and use words that name actions, directions, positions, sequences, categories, and locations 1.3D.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings		

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Shared Reading

Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
1.4   Fluency. The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
1.5   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text	1.5A establish purpose for reading assigned and self-selected texts	1.5B generate questions about text before, during, and after reading	1.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	1.5D create mental images to deepen understanding	1.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	1.5F make connections to personal experiences, ideas in other texts, and society	1.5G make inferences and use evidence to support understanding	1.5H evaluate details to determine what is most important	1.5I synthesize information to create new understanding

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
1.6   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
1.7   Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Persuasive	Multimodal/Digital
1.6/1.7 **comprehend** the author's purpose and meaning in texts to include multiple genres; **describe** literary elements and structure	Genre Characteristics	1.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes	1.6B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	1.6C discuss elements of drama such as characters, dialogue, and setting	1.6D recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information	1.6G recognize characteristics of persuasive text with adult assistance	1.6I recognize characteristics of multimodal and digital texts
	Overall Meaning	1.6J discuss the author's purpose for writing text	1.6J discuss the author's purpose for writing text	1.6J discuss the author's purpose for writing text	1.6J discuss the author's purpose for writing text	1.6J discuss the author's purpose for writing text	1.6J discuss the author's purpose for writing text
		1.7A discuss topics and determine theme using text evidence	1.7A discuss topics and determine theme using text evidence	1.7A discuss topics and determine theme using text evidence	1.6E recognize the central idea and supporting evidence	1.6H state what the author is trying to persuade the reader to think or do	
	Analysis for Deeper Meaning	1.7B describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	1.7B describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	1.7B describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	1.6F recognize organizational patterns such as chronological order and description		(refer to the genre)
		1.7C describe the main character(s) and the reason(s) for their actions	1.7C describe the main character(s) and the reason(s) for their actions	1.7C describe the main character(s) and the reason(s) for their actions			
		1.7D describe the setting	1.7D describe the setting	1.7D describe the setting			
		1.7E describe spiritual knowledge and enduring truths represented and communicated through fairy tales, myths, fables, parables and stories*	1.7F recite poems of substance that encourage striving for virtue and goodness*	1.7G use imagination to create dialogue between the reader and characters in a story*			

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Author's Craft: Thinking About the Writing						
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts **1.8 Author's craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.						
Application	**Instructional Focus**	**Fiction**	**Poetry**	**Drama**	**Informational**	**Persuasive**	**Multimodal/Digital**
1.8 **discuss** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Point of View**	1.8A identify the use of first and third person in a text	1.8A identify the use of first and third person in a text	1.8A identify the use of first and third person in a text	1.8A identify the use of first and third person in a text	1.8A identify the use of first and third person in a text	1.8A identify the use of first and third person in a text
	Structure	1.8B discuss how the use of text structure contributes to the author's purpose	1.8B discuss how the use of text structure contributes to the author's purpose	1.8B discuss how the use of text structure contributes to the author's purpose	1.8B discuss how the use of text structure contributes to the author's purpose	1.8B discuss how the use of text structure contributes to the author's purpose	1.8B discuss how the use of text structure contributes to the author's purpose
		1.8C discuss the author's use of print and graphic features to achieve specific purposes	1.8C discuss the author's use of print and graphic features to achieve specific purposes	1.8C discuss the author's use of print and graphic features to achieve specific purposes	1.8C discuss the author's use of print and graphic features to achieve specific purposes	1.8C discuss the author's use of print and graphic features to achieve specific purposes	1.8C discuss the author's use of print and graphic features to achieve specific purposes
	Language	1.8D discuss the use of descriptive, literal, and figurative language	1.8D discuss the use of descriptive, literal, and figurative language	1.8D discuss the use of descriptive, literal, and figurative language	1.8D discuss the use of descriptive, literal, and figurative language	1.8D discuss the use of descriptive, literal, and figurative language	1.8D discuss the use of descriptive, literal, and figurative language

Independent Reading
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking **1.9 Self-sustained reading.** The student reads grade-appropriate texts independently.
1.9A self-select text and interact independently with text for increasing periods of time

Responding to Text (applied to both Shared Reading and Independent Reading)					
Listening, speaking, reading, writing, and thinking using multiple texts **1.10 Response skills.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.					
Ways to Show (Response Skills)					
1.10A describe personal connections to a variety of sources	1.10B write brief comments on literary or informational texts	1.10C use text evidence to support an appropriate response	1.10D retell texts in ways that maintain meaning	1.10E interact with sources in meaningful ways such as illustrating or writing	1.10F respond using newly acquired vocabulary as appropriate

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Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
1.11 **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
1.12 **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)
	1.11A **plan a first draft** by generating ideas for writing such as drawing and brainstorming
1.12A dictate or compose **literary texts**, including personal narratives and poetry	**1.11B** **develop drafts** in oral, pictorial, or written form by: 1.11B.1 organizing with structure 1.11B.2 developing an idea with specific and relevant details
	1.11C **revise drafts** by adding details in pictures or words
1.12B dictate or compose **informational texts**, including procedural texts 1.12C dictate or compose **persuasive texts** 1.12D dictate or compose **correspondence** such as thank you notes or letters	**1.11D** **edit drafts** using standard English conventions, including: 1.11D.1 complete sentences with subject-verb agreement 1.11D.2 past and present verb tense 1.11D.3 singular, plural, common, and proper nouns 1.11D.4 adjectives, including articles 1.11D.5 adverbs that convey time 1.11D.6 prepositions 1.11D.7 pronouns, including subjective, objective, and possessive cases 1.11D.8 capitalization for the beginning of sentences and the pronoun "I" 1.11D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences 1.11D.10 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
	1.11E **publish** and share writing **1.11F** develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words

Research (embedded skills throughout Reading and Writing)

Listening, speaking, reading, writing, and thinking using multiple texts
1.13 **Inquiry and research.** The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
1.13 use research skills to plan and present in written, oral, or multimodal formats	1.13A generate questions for formal and informal inquiry with adult assistance 1.13B develop and follow a research plan with adult assistance 1.13C identify and gather relevant sources and information to answer the questions with adult assistance 1.13D demonstrate understanding of information gathered with adult assistance 1.13E use an appropriate mode of delivery, whether written, oral, or multimodal