SAN JUAN DEL SUR DAY SCHOOL
GRADE 1 LANGUAGE ARTS LEARNING OUTCOMES

Reading - Foundational Skills

Print Concepts	☐	I can follow words from left to right, top to bottom, and page to page.
	☐	I can understand that words are separated by spaces.
	☐	I can recognize important parts of a sentence (first word, capitalization, ending punctuation).
Phonological Awareness	☐	I can tell the difference between long and short vowel sounds in one-syllable words.
	☐	I can say one-syllable words by blending sounds (phonemes) including consonant blends.
	☐	I can segment and say the first, medial vowel, and final sounds in CVC words.
	☐	I can segment and blend one-syllable words into their complete sequence of sounds.
Phonics and Word Recognition	☐	I can decode common consonant digraphs, and initial and final consonant blends.
	☐	I can decode regularly spelled one-syllable words.
	☐	I can recognize and say words with the final -e sound to represent long vowel sounds.
	☐	I can understand every syllable needs a vowel sound.
	☐	I can decode two-syllable words using patterns I know and breaking words into syllables.
	☐	I can recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
Reading Fluency	☐	I can use what I know about phonics and words to figure out or correct words with which I am having trouble.
	☐	I can read grade 1 texts aloud with accuracy and with appropriate rate and expression after practicing reading the story.
	☐	I can read grade 1 texts both silently and aloud to build my fluency.

Reading - Literature

Key Ideas & Details	☐	I can tell about the characters of a story.
	☐	I can tell about the setting of a story.
	☐	I can tell about the important events of a story.
	☐	I can ask and answer questions about important details in a story.
Craft and Structure	☐	I can find words and phrases tell about feelings or describe senses.
	☐	I can explain the difference between books that tell stories and books that give information.
	☐	I can tell who is telling the story (narrator).
Integration of Knowledge and Ideas	☐	I can connect a certain topic to something in my life.
	☐	I can use the illustrations and words in a story to describe its characters, setting, or plot.
	☐	I can compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	☐	By the end of year, I can read and comprehend grade 1 stories and poetry with help from my teacher
	☐	I can choose a good story I can read for fun or for a class task.

Reading - Informational Text

Key Ideas & Details	☐	I can ask and answer questions about important details in a text.
	☐	I can figure out the main topic and retell important details of a text.
	☐	I can describe the connection between two events or pieces of information in a text.
Craft and Structure	☐	I can find and use text features to find information in a nonfiction text (e.g table of contents, headings, glossaries).
	☐	I can ask and answer questions to help figure out the meaning of words in a text.
	☐	I can tell the difference between information from pictures and words in a text.
Integration of Knowledge and Ideas	☐	I can find similarities and difference between two texts on the same topic (e.g. pictures, descriptions, procedures).
	☐	I can use the illustrations and details in a text to describe important ideas.
	☐	I can find the reasons the author gives to support points in a text.
Range of Reading and Level of Text Complexity	☐	By the end of year, I can read and comprehend grade 1 informational texts with help from my teacher.
	☐	I can choose an appropriate nonfiction text to ready for fun or for a class assignment.

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Writing

Text Type & Purposes - Opinion	
	I can write a sentence to present the topic I am writing.
	I can write about my opinion on a topic and give a reason for my opinion.
	I can write a concluding sentence to finish my opinion writing.

Text Type & Purposes - Informative	
	I can write an informational piece that states what I know about a topic.
	I can write facts about what I know about a topic.
	I can write a closing sentence to finish my information writing.

Text Type & Purposes - Narrative	
	I can write a narrative or creative story.
	I can write about at least two events in my story.
	I can use temporal words to signal event order (e.g. first, next, then, finally).
	I can write an ending to my story.

Writing Process - Production and Distribution of Writing	
	I can write about a topic with help from my teacher.
	I can respond to questions by writing a sentence.
	I can add details to my sentence or story with help from my teacher.
	I can make a good final copy using a variety of digital tools, including working with teachers or peers.

Research to Build and Present Knowledge	
	I can recall information I learned and write about it to answer a question.
	I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Speaking & Listening

Comprehension & Collaboration	
	I can ask questions when I don't understand what I have heard.
	I can share my thoughts on what I have read or heard.
	I can recall or describe information presented orally or through other media.
	I can participate and listen in group discussions.
	I can follow 2-step directions that are given out loud.
	I can follow agreed-upon rules for discussions (e.g., raising hand before speaking, listening to others with care)

Presentation & Knowledge of Ideas	
	I can express my ideas and feelings clearly by speaking.
	I can use complete sentences when responding to a story or question.
	I can describe things and events with important details by speaking.
	I can show that I understand what I read through drawings or other visual displays to stories or recounts of experiences.

Media Literacy	
	I can ask and answer questions about what I hear or see from different types of picture books, websites, performances, and videos.
	I can use my own words to describe what I learned from a story, performance, or video.
	I can create a shared multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain) and share it with an audience.

Language			
Conventions of Standard English *Spelling Punctuation and Grammar (SPaG)*	**Punctuation**		I can use capital letters for names of people and dates.
			I can use end punctuation for sentences.
			I can use commas in dates and to separate words in a series.
	Sentence Structure		I can put words together to make sentences.
			I can use simple sentences of the four types of sentences to respond to a prompt.
			I can use compound sentences of the four types of sentences to respond to a prompt.
	Printing and Spelling		I can print all uppercase and lowercase letters.
			I can use spaces between words.
			I can use what I know about spelling patterns to help me spell words correctly.
			I can use inventive spelling to spell words I don't know yet.
	Word Roots, Prefixes, Suffixes		I can add -s or -es to words to make them plurals (e.g. dog, dogs; wish, wishes).
			I can add -ing and -er to the end of a word to make a new word (e.g. helping, helper).
			I can show you how un- added to the beginning of a word can change its meaning.
	Parts of Speech		I can use verbs to tell if something happens in the past, present, or future.
			I can use singular and plural nouns with matching verbs (e.g. he eats, I eat).
			I can use common, proper, and possessive nouns.
			I can use common adjectives to describe something.
			I can use different types of pronouns correctly (e.g. I, me, my; they, them, their).
			I can use determiners before a noun correctly (e.g. the, a, an, this, that).
			I can use common prepositions correctly (e.g. during, beyond, toward).
			I can use common conjunctions to make my sentences more detailed (e.g. and, but, so, or, because).
Vocabulary Acquisition & Use			I can figure out the meaning of the new word or phrase from the parts of the sentence I know.
			I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., look, looking, looked)
			I can sort words into categories to show what the words mean (e.g. types of clothing, colors, foods).
			I can give a definition to words based on their attributes (e.g. a tiger is a large cat with stripes).
			I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
			I can understand shades of meaning among closely related verbs (e.g., look, peek, stare) and closely related adjectives (e.g., large, big, gigantic).