

FIRST GRADE ELA GLCEs

Word Recognition and Word Study/Phonemic Awareness:

- R.WS.01.01 Students will demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 Students will recognize that words are composed of sounds blended together and carry meaning.

Word Recognition and Word Study/Phonics:

- R.WS.01.03 Students will understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.01.04 Students will use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.

R.WS. 01.04 = I can use the following clues to read one-syllable words: letter/sound, onset and rime, whole word chunks, word families, digraphs – th, ch, and sh.

Word Recognition and Word Study/Word Recognition:

- R.WS.01.05 Students will automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.01.06 Students will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

R.WS.01.06 = I can fluently read 1-100 of the Dolch 220 Basic Word List (listed by frequency) and make progress on the 95 common nouns.

- R.WS.01.07 Students will use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

R.WS.01.07 = I can use the following strategies to read words: phonics, picture clues, and context clues.

- R.WS.01.08 Students will use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.

- R.WS.01.09 Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.01.09/ 10 = I can understand the meaning of frequently encountered words and phrases using context clues, mental pictures and questioning.

Word Recognition and Word Study/Vocabulary:

- R.WS.01.10 Students will, in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

R.WS.01.09/ 10 = I can understand the meaning of frequently encountered words and phrases using context clues, mental pictures and questioning.

Fluency:

- R.FL.01.01 Students will automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.
- R.FL.01.02 Students will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
- R.FL.01.03 Students will read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

R.FL.01.03 = I can fluently read grade level text.

Narrative Text:

R.NT.01.01 Students will recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 Students will identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

R.NT.01.03 Students will identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

R.NT.01.03 = I can identify story elements such as problem/solution, sequence of events, and beginning, middle, and end of a story.

R.NT.01.04 Students will identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT. 01.05 = I can show my understanding of text by discussing, illustrating, and/or writing.

Informational Text:

R.IT.01.01 Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, science and social studies magazines.

R.IT.01.01 = I can identify and describe "how-to" books and social studies and science magazines. (See Michigan Genre Project)

R.IT.01.02 Students will discuss informational text patterns including descriptive, sequential, and enumerative.

R.IT.01.03 Students will explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.IT.01.04 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.IT.01.04 = I can show my understanding of informational text by discussing, illustrating, and/or writing.

Comprehension:

R.CM.01.01 Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.01/S.DS.01.03 = I can make text-to-self and text-to-text connections through oral or written responses.

R.CM.01.02 Students will retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.02 = I can retell a story in order with up to three details.

R.CM.01.03 Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition:

R.MT.01.01 Students will self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

R.MT.01.01/02 = I can self-monitor my understanding by rereading, asking questions, discussing, and using pictures.

R.MT.01.02 Students will self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

R.MT.01.01/02 = I can self-monitor my understanding by rereading, asking questions, discussing, and using pictures.

R.MT.01.03 Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

R.MT.01.04 Students will self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Critical Standards:

R.CS.01.01 Students will develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

R.CS.01.01 = I can begin to assess the quality of my writing and the writing of others with teacher guidance.

Reading Attitude:

R.AT.01.01 Students will be enthusiastic about reading and learning how to read.

R.AT.01.02 Students will do substantial reading and writing on their own during free time in school and at home.

Writing Genre:

W.GN.01.01 Students will write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

W.GN.01.01 = I can write and illustrate a personal narrative with a beginning, middle and end and supporting details.

W.GN.01.02 Students will approximate poetry based on reading a wide variety of grade-appropriate poetry.

W.GN.01.03 Students will write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

W.GN.01.03 = I can write an informational piece that addresses a focus question.

W.GN.01.04 Students will use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.

Writing Process:

W.PR.01.01 Students will with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.

W.PR.01.01 = I can use the writing process to compose a focused narrative or informational piece with appropriate grammar, mechanics (including spacing), and best-guess spelling.

W.PR.01.02 Students will draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

W.PR.01.03 Students will attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).

W.PR.01.04 Students will attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.

W.PR.01.04 = I can attempt to proofread and edit using classroom resources.

Personal Style:

W.PS.01.01 Students will develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).

Grammar and Usage:

W.GR.01.01 Students will, in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.

See Scope and Sequence Chart

Spelling:

W.SP.01.01 Students will, in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

W.SP.01.01/.02 = I can correctly spell frequently encountered first grade words and less frequently encountered words using letter-sound clues and classroom resources.

W.SP.01.02 Students will, in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

W.SP.01.01/.02 = I can correctly spell frequently encountered first grade words and less frequently encountered words using letter-sound clues and classroom resources.

Handwriting:

W.HW.01.01 Students will legibly write upper and lower case manuscript letters.

W.HW.01.01 = I can write legibly upper and lower case manuscript letters.

Writing Attitude:

W.AT.01.01 Students will be enthusiastic about writing and learning to write.

Speaking Conventions:

S.CN.01.01 Students will use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).
S.CN.01.01 = I can speak using proper grammar.

S.CN.01.02 Students will explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.

S.CN.01.02/.04 = I can communicate in standard American English effectively in a variety of settings.

S.CN.01.03 Students will speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.

S.CN.01.04 Students will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.01.02/.04 = I can communicate in standard American English effectively in a variety of settings.

S.CN.01.05 Students will understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.

Discourse:

S.DS.01.01 Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.

S.DS.01.02 Students will tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.

S.DS.01.02 = I can retell a familiar story using appropriate posture and eye contact.

S.DS.01.03 Students will respond to multiple text types by reflecting, making meaning, and making connections.

R.CM.01.01/S.DS.01.03 = I can make text-to-self and text-to-text connections through oral or written responses.

S.DS.01.04 Students will plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.

Listening and Viewing Conventions:

L.CN.01.01 Students will understand, restate and follow two-step directions.

L.CN.01.01 = I can restate and follow two-step directions.

L.CN.01.02 Students will ask appropriate questions for clarification and understanding during a presentation or report.

L.CN.01.03 Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.

L.CN.01.03 = I can listen and respond using appropriate audience behavior.

L.CN.01.04 Students will understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).

L.CN.01.05 Students will begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.

Response:

L.RP.01.01 Students will listen to or view knowledgeably and discuss a variety of genre.

L.RP.01.01 = I can listen to, view, and discuss a variety of genre.

L.RP.01.02 Students will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.01.03 Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

First	Sentence Structure	Grammar and Usage	Punctuation
Mastery	<p>Complete simple sentences</p> <p>Continue spacing between words and sentences</p>	<p>Nouns</p> <p>Action Verbs</p> <p>Pronoun "I"</p>	<p>Period at the end of a sentence</p> <p>Capital at the beginning of a sentence</p> <p>Capitalize first and last names</p>
Introduced	<p>Simple paragraphs</p>	<p>Proper Nouns</p> <p>Adjectives</p> <p>Contractions</p> <p>Linking Verbs (am, are, is, was, were, be, been)</p>	<p>Question Mark</p> <p>Exclamation Mark</p>

Dolch 220 Basic Word (listed by frequency)

Words 1-25	Words 26-50	Words 51-75	Words 76-100	Words 101-125	Words 126-150	Words 151-175	Words 176-200	Words 200-220
the to and he a I you it of in was said his that she for on they but had at him with up all	look is her there some out as be have go we am then little down do came could when did what so see not were	get them like one this my would me will yes big went are come if now long no came ask very an over your its	ride into just blue red from good any about around want don't how know right put too got take where every pretty jump green four	away old by their here saw call after well think ran let help make going sleep brown yellow five six walk two or before eat	again play who been may stop off never seven eight cold today fly myself round tell much keep give work first try new must start	black white ten does bring goes write always drink once soon made run gave open has find only us three our better hold buy funny	warm ate full those done use fast say light pick hurt pull cut kind both sit which fall carry small under read why own found	wash show hot because far live draw clean grow best upon these sing together please thank wish mary shall laugh

The Dolch 95 Common Nouns

The Dolch 220 Basic Sight Vocabulary list does not contain nouns, because nouns are not of universal use—each noun in our language is tied to specific subject matter. The words on the Dolch 95 Common Nouns list are in no sense basic to all elementary school reading—they are words that are of interest to young children and used in reading materials for young children.

airplane	cap	feet	man	sheep
apple	car	fire	men	shoe
baby	cat	fish	milk	snow
back	chair	floor	money	squirrel
ball	chicken	flower	monkey	stick
barn	children	garden	mother	store
basket	coal	gar	nest	street
bear	corn	grandfather	nose	sun
bed	cow	grandmother	paper	table
bell	dog	grass	party	tail
bird	doll	hairs	plains	top
birthday	door	head	pig	toy
boat	duck	hen	pony	train
book	egg	hill	puppy	tree
box	elephant	horse	rabbit	wagon
boy	eye	house	rain	watch
bread	farm	kitten	ring	water
bus	farmer	leg	road	window
cake	father	letter	school	wood

K-2 Independent Editing List

Edit for:

- End punctuation
- Capitals at the beginning of each sentence
- Capitals in proper names
- Complete sentences by reading aloud

Revise for:

- Replacing one word with a better word