

# **Grade 1 - Central Library Related State Content Standards**

## **English-Language Arts**

### 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).
- 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- 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*

- 1.11 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*

- 2.4 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.

### LISTENING AND SPEAKING

#### 2.0 Speaking Applications (Genres and Their Characteristics)

- 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.

## Science

### INVESTIGATION AND EXPERIMENTATION

- 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Observe common objects by using the five senses.
  - b. Describe the properties of common objects.
  - c. Describe the relative position of objects by using one reference (e.g., above or below).
  - d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
  - e. Communicate observations orally and through drawings.

# Visual Arts

## 1.0 Artistic Perception

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

*Develop Perceptual Skills and Visual Arts Vocabulary*

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

*Analyze Art Elements and Principles of Design*

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

## 3.0 Historical and Cultural Context

*Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts*

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

*Role and Development of the Visual Arts*

3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

*Diversity of the Visual Arts*

3.3 View and then describe art from various cultures.

## 4.0 Aesthetic Valuing

*Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

*Derive Meaning*

4.2 Identify and describe various reasons for making art.