



The Diocese of Knoxville

Living our Roman Catholic faith in East Tennessee

GRADE ONE READING

The Diocese of Knoxville has adapted the following reading standards to establish for teachers, students and parents the knowledge, understanding, and skills students need to acquire in order to satisfy the reading requirements for Grade 1.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is recognized for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

Grade One (1)

As emergent readers, first grade students demonstrate understanding of the organization and basic features of print. Letters become words, words turn into sentences, and sentences express complete thoughts. Phonological awareness is understood and a demonstration of syllabication and sounds

emerges. Students use illustrations in stories to describe characters, settings, and key ideas. Students can identify basic similarities in and differences between two texts.

Fluency is developed with sufficient accuracy to support comprehension. Asking and answering questions to clarify the meaning of words and phrases in a text is also developed. First grade students know and use text features (e.g., readings, tables of contents, glossaries, electronic menus, icons) to locate key facts and information.

The Diocese of Knoxville stipulates the following exit skills in reading for Grade One students:

1. Identify and distinguish between letters, words and sentences.
2. Identify and say the beginning, medial, and ending sound in words.
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters.
4. Decode by using letter-sound matches.
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
6. Blend two to four or more phonemes (sounds) into words.
7. Add, delete or change sounds in a given word to create new or rhyming words.
8. Demonstrate sight word recognition for a large number of the high frequency sight words.
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes. (A rime is the part of a syllable which consists of a vowel and any consonant sounds that follow).
10. Read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning.
11. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.
12. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
13. Classify words into categories (e.g., colors, fruits, vegetables).
14. Recognize that words can sound alike but have different meanings (e.g., homophones such as *hair* and *hare*).
15. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).
16. Recognize contractions (e.g., *isn't*, *aren't*, *can't*, *won't*).
17. Recognize common abbreviations (e.g., Jan., Feb.).
18. Read root words and their inflectional endings (e.g., walk, walked, walking).
19. Determine the meaning of unknown words using a beginner's dictionary.
20. Describe the role of authors and illustrators.
21. Establish a purpose for reading (e.g., to be informed, to follow direction, to express an opinion, to be entertained, to persuade).

22. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
23. Make predictions while reading and support predictions with information from the text or prior experience.
24. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
25. Recall the important ideas in fictional and non-fictional texts.
26. Create and use non-linguistic representations (e.g., graphic organizers/ visual tools such as Venn diagrams or webs, KWL charts, etc.) with teacher assistance to demonstrate comprehension.
27. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
28. Monitor comprehension of independently – or group-read texts, by asking and answering questions.
29. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
30. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).
31. Use a title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.
32. Identify the sequence of events in informational text.
33. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
34. Identify central ideas and supporting details of informational text with teacher assistance.
35. Identify and discuss simple diagrams, charts, graphs, and maps as characteristics of nonfiction.
36. Follow multiple-step directions.
37. Provide own interpretation of a story, using information from the text.
38. Identify characters, setting, and events in a story.
39. Retell the beginning, middle and ending of a story, including its important events.
40. Identify differences between stories, poems, and plays.
41. Recognize predictable patterns in stories and poems.

READING: FOUNDATIONAL SKILLS

I. PRINT CONCEPTS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF. 1.1.2	Recognize that the dictionary is organized in alphabetical order.
RF.1.1.3	Demonstrate application of alphabetical sequencing by locating words in the dictionary.

II. PHONOLOGICAL AWARENESS/PHONEMIC AWARENESS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.1	Aurally distinguish long from short vowel sounds in spoken single-syllable words.(e.g./tap/vs./tape/, sock/vs./soak/, /sit/vs./sight/.
RF.1.2.2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (e.g./cats/, /black/blast/).
RF.1.2.3	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.4	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes. Eg., lap and flap: /l/-/a/-/p/-/f/-/l/-/a/-/p/)

III. PHONICS AND WORD RECOGNITION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
------------------------	------------------------------------

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.1	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound e.g., ck, wr, tr, th, sh).
RF.1.3.2	Decode regularly spelled one-syllable words(e.g., lock, much, see, rain, slide, bake).
RF.1.3.3	Know final-e (e.g. take, side) and common vowel team or vowel pair conventions (e.g. rain, day, week, seat, road, show) for representing long vowel sounds.
RF.1.3.4	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF. 1.3.5	Decode two-syllable words (e.g. rabbits) following basic patterns by breaking the words into syllables.
RF.1.3.6	Read words with inflectional endings (e.g., <i>-s, es, -ing,-er, -est</i>).
RF.1.3.7	Recognize and read grade- appropriate irregularly spelled words (e.g., said, were, could would, their, there, though, none, both).
RF. 1.3.8	Read at least 50 high frequency words by sight.
RF.1.3.9	Associate the various families of blends with the sounds they represent (e.g., R-S-L, BR, ST, PL).
RF.1.3.10	Associate the sound of “Y” when it is used as a vowel with either the long/e/ or long/i/.
RF.1.3.11	Know the sound correspondence for hard and soft /c/ and /g/.

IV. FLUENCY

STANDARD

STANDARD DESCRIPTION

RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.1	Read grade-level text with purpose and understanding.

RF.1.4.2 Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING: LITERATURE

1. KEY IDEAS AND DETAILS

STANDARD(S)

STANDARD DESCRIPTION

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

II. CRAFT AND STRUCTURE

STANDARD(S)

STANDARD DESCRIPTION

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on reading from a wide range of text types.

RL.1.6 Identify who is telling the story at various points in a text.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8 (Not applicable in literature)

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RL.1.10 Identify characteristics commonly shared by folktales and fairy tales.

RL.1.11	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.1.12	Compare and contrast personal knowledge and experience with events or characters within a story or text.
RL.1.13	The student should choose appropriate reading material for a variety of reading purposes.
RL.1.14	Apply Catholic values and teachings in the evaluation of literary themes and plots.

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RL.1.15	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
---------	--

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

STANDARDS

STANDARD DESCRIPTION

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CRAFT AND STRUCTURE

STANDARDS

STANDARD DESCRIPTION

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
--------	---

- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

II. INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS

STANDARD DESCRIPTION

- RI.1.7 Use the illustrations and details in a text to describe its key ideas including characters, events, or settings.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.9 Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10 Identify cause and effect relationships in a text.
- RI.1.11 Distinguish between information provided by a pictures or illustrations and that provided by the words in a text.
- RI.1.12 Read signs and symbols used across curriculum content areas (e.g. maps, temperature, and charts).
- RI.1.13 Interpret written directions for grade level materials.
- RI.1.15 Apply Catholic values and teachings in the evaluation of informational literature and text.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

GRADE ONE ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students, and parents the knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for first grade.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville's students progress through elementary grades the essential rules of Standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary in written and spoken English. Students increasingly acquire understanding of the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE ONE (1)

Students in Grade 1 demonstrate command of Standard English grammar and usage when writing and speaking. They use singular and plural nouns with the correct syntax and tense for verbs. They demonstrate proficiency using frequently occurring adjectives, prepositions, and personal possessive and indefinite pronouns. First grade students expand simple sentences into compound sentences using conjunctions and are able to respond to prompts in complete sentences. Students understand and apply the conventions of capitalization and punctuation when spelling and writing. Students clarify unknown words and phrases based on strategies for Grade 1 reading and content. Students identify root words and affixes, and sort words into categories by defining key attributes. Students distinguish the meanings of similar verbs (e.g., look, peek, stare), and can verbalize the differences in adjectives (e.g., large, gigantic).

The Diocese of Knoxville stipulates the following exit skills in English/ Language Arts for First Grade students:

1. Print legibly, and space letters, words and sentences appropriately.
2. Recognize, identify and use subject, object, and possessive pronouns, i.e., *I, me, my, they, them*, orally, in written text and in own writing.
3. Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
4. Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in writing.
5. Recognize, identify and use adjectives orally, in written text, and in own writing.
6. Recognize, identify and use subjects and predicates, orally in written text, and in own writing.
7. Recognize, identify and use declarative statements, interrogative questions, exclamatory statements and imperative statements orally, in written text, and in own writing.
8. Use correct capitalization correctly in a sentence writing. Capitalize the first word in the sentence, the pronoun *I*, and proper nouns (names and places), months, days of the week.
9. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g. time, name).
10. Spell high frequency words correctly.
11. Create phonetically-spelled written work that can be read by the writer and others.
12. Use end punctuation correctly, and be able to identify, write, and know punctuation terms.
13. Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
14. Use commas appropriately in greetings and closings of letters, dates, and items in a series.
15. Use quotation marks appropriately to designate direct speech.
16. Use technology to type name, and simple sentences.

STANDARDS-ELA

Grade One

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.1.1.1	Print all upper and lower case letters.
L.1.1.2	Use common, proper, and possessive nouns.
L.1.1.3	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.4	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).
L.1.1.5	Use verbs to convey a sense of past, present and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1.6	Use frequently occurring adjectives.
L.1.1.7	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
L.1.1.8	Use determiners (e.g., articles, demonstratives).
L.1.1.9	Understand and use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
L.1.1.10	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.1	Capitalize dates, and names of people.
L.1.2.2	Use end punctuation for sentences including periods, question marks and exclamation points.
L.1.2.3	Use commas in dates and to separate single words in a series.
L.1.2.4	Use conventional spelling for words with common spelling patterns and for common irregular words.
L.1.2.5	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

II. KNOWLEDGE OF LANGUAGE

STANDARD

STANDARD DESCRIPTION

L.1.3

(Begins in Grade 2)

III. VOCABULARY ACQUISITION AND USE

STANDARD

STANDARD DESCRIPTION

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade One reading and content*, choosing flexibly from an array of strategies.

L.1.4.1

Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.2

Use frequently occurring affixes as a clue to the meaning of a word.

L.1.4.3

Identify and use frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

STANDARD

STANDARD DESCRIPTION

L.1.5

With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.5.1

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.2

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

L.1.5.3

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

- L.1.5.4** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g. *large, gigantic*) by defining or choosing them, or by acting out the meanings.
- L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

GRADE ONE WRITING

The Diocese of Knoxville has adapted the following Writing standards to establish clearly to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Writing requirements for Grade one. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year student’s writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and the writing tasks should address increasingly demanding content and sources. In addition as students progress through the elementary grades, they should become adept in the art of handwriting from print to cursive. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose**
- II. Production and Distribution of Writing**
- III. Research to Build and Present Knowledge**
- IV. Range of Writing**
- V. Handwriting**

SUMMARY-WRITING

GRADE ONE

Of all the communication skills-listening, speaking, reading, and writing-writing is the most demanding and challenging. During the beginning of first grade, children still need to devote much of their focus and cognitive energy to the code itself, as well as the fine motor act of writing. Writing experiences should be shared, modeled and scaffolded. Young children's desire to express themselves in writing should be heartily encouraged.

Students in first grade develop an understanding and can demonstrate knowledge of the purposes of writing. They can state an opinion, provide information to explain an event or topic, and sequence events in a logical order to provide a sense of closure. Students learn to respond to questions, and enhance their writing by adding detail. Students are capable of producing writing that may be enhanced through the use of technology. Students develop an understanding of recalling information and providing sources to answer questions.

Grade One students learn to write simple stories with a beginning, middle and end that include descriptive words and details. Students also learn to write responses to stories that include simple judgments about the text. Students develop an understanding for the purpose of writing and can prove this understanding by writing friendly letters or invitations that follow a simple letter format. They also promote their understanding of purpose of writing by producing informal writings (e.g., messages, journals, notes, prayers and poems). Students also explore digital tools to produce and publish writing. Shared research and writing projects are developed expressing opinions concerning favorite authors and books. While modeling of the writing process such as plan, draft and edit can begin, it is important to not stifle the student's creative enthusiasm by rigidly adhering to the process at this stage.

Students practice fine-motor skills and attention to detail through learning to write legibly in print.

The Diocese of Knoxville stipulates the following exit skills in writing application for Grade One students:

1. Generate writing ideas through discussions with others.
2. Create a title that is relevant to the topic or subject of the text.
3. Develop a main idea for writing.
4. Determine purpose and audience.
5. Construct complete sentences with subjects and verbs.
6. Use the writing process: prewriting, drafting, revising, proofreading and publishing.
7. Organize writing to include a beginning, middle, and end.
8. Use available technology to compose text.
9. Add descriptive words and details.
10. Reread own writing for quality.

11. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization)
12. Write words, phrases, and sentences from dictation, applying phonics knowledge.
13. Write a simple friendly letter.
14. Use available technology to compose text.
15. Reread own writing for clarity.
16. Add descriptive words and details.
17. Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary.
18. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.
19. Rewrite and illustrate writing samples for display and for sharing with others.
20. Print legibly all upper and lower case of the 26 alphabet letters.
21. Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
22. Print common sight words and simple one syllable words.
23. Print words in simple sentences.

STANDARD-WRITING

GRADE ONE

I. TEXT TYPES AND PURPOSES

ANCHOR STANDARDS

STANDARD

STANDARD DESCRIPTION

W.1.1	Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which students name a topic, supply some facts about the topic and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal (time cue) words to signal event order, and provide some sense of closure.
W.1.3.1	Write stories with dialogue.

W.1.3.2 Explore voice by use of personal, high interest vocabulary when writing.

II. PRODUCTION AND DISTRIBUTION OF WRITING

W.1.4 (Begins in Grade 3)

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed through revision.

W.1.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including collaboration with peers or older students.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.1.7 Participate in shared research and writing projects (e.g., explore a number of books on a given topic such as “how-to” books and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.8.1 Gather information from experiences or provided text sources to answer specific questions.

W.1.8.2 Use symbols and drawings also to convey information.

W.1.9 (Begins in Grade 4)

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

W.1.10 (Begins in Grade 3)

V. HANDWRITING

- HW.1** Use the conventions of print such as the following in purposeful writing activities.
- a. Work from left to right and top to bottom.
 - b. Correct manuscript letter formation and maintain correct handwriting position.
 - c. Directionality
 - d. Spacing
 - e. Write on primary lined paper
 - f. Ending punctuation
 - g. Mark answers (underline, draw a line across).
 - h. Use of commas, apostrophes, and question marks.
- HW.2** Print one's first and last name using correct capitalization in upper and lower case.
- HW.3** Print upper and lower case alphabet letters
- HW.4** Print frequently used sight words, one syllable words and simple sentences.

GRADE ONE SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade One.

SPEAKING AND LISTENING APPLICATION

Literacy, the ability to read and write written language, is highly correlated with students' oral language proficiency. The ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills. Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparison and contrast; and analyze and synthesize a multitude of ideas in various domains.

Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be accomplished through frequent reading aloud. Helping children develop the ability to listen to and understand written texts read aloud is an integral part of literacy building.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

GRADE ONE

First grade students participate in collaborative conversation with different partners regarding topics that are age and grade appropriate. Students build on conversations by responding to others through multiple exchanges. They ask questions to clear up confusions or to generate discussion. Students in Grade 1 can describe people, places, things, and events with detail expressions and feelings. Students also can share feelings, thoughts, ideas and description through their drawings or other visual displays. First grade students can respond in complete sentences when appropriate to task and/or situation.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade One students:

1. Use active listening skills, such as making eye contact or asking questions.
2. Compare what is heard with prior knowledge.
3. Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say ‘excuse me’ or ‘please’, etc.
4. Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
5. Identify and express physical sensations, mental states, and emotions of self and others.
6. Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
7. Follow multi-step, oral directions.
8. Give simple directions.
9. Speak clearly and understandably with volume appropriate to setting.
10. Deliver brief informational presentations that:
 - a.) Demonstrate an understanding of the topic;
 - b.) Include and sort relevant information and details to develop topic;
 - c.) Organize information with a clear beginning and ending;
 - d.) Express opinions.
11. Deliver brief informal descriptive presentations using narrative language recalling an event or personal experience that conveys relevant information and descriptive details.
12. Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag”.
13. Deliver simple dramatic presentations (e.g., recite poems, rhymes, prayers, songs, and stories).

STANDARD-SPEAKING AND LISTENING

GRADE ONE

I. COMPREHENSION AND COLLABORATION

STANDARD

STANDARD DESCRIPTION

- SL.1.1** Initiate and participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1.1** Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and text under discussion, and gaining the floor respectfully).
- SL.1.1.2** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.3** Ask questions to clear up any confusion about the topics and text under discussion.
- SL.1.1.4** Demonstrate respect for others' and their opinions in discussions.
- SL.1.2** Ask and answer questions about the key details in a text, read aloud, or information presented orally and/or through other media.
- SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or to clarify something that is not understood.
- SL.1.4** Demonstrates ability to listen to and follow oral and written instructions.
- SL.1.5** Follows and gives two or more step oral directions.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.1.6** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.7** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.8** Produce complete sentences when appropriate to task and situation.

- SL.1.9** Tells and retells stories and events in a logical order.
- SL.1.10** Participates in a variety of oral language activities, including choral speaking, reciting short poems, rhymes, songs, creative dramatics and stories with repeated patterns.
- SL.1.11** Demonstrates appropriate intonations and enunciation.