First Grade Foundational and Language Skills
Phonics, Spelling, and Word Study

By the end of first grade, children are expected to have developed control over the learning targets within each of the areas below. While explicit instruction on some targets may be appropriate for the whole class and taught through shared reading, most targets will be addressed through small group instruction based on individual need during the Word Work or Small Group Instruction time.

Early Literacy Print Concepts

- Locate the first and last letters of words in continuous text
- Recognize one’s name in isolation and in continuous text
- Understand that you say one word for one group of letters when reading
- Understand the concept of sentence (as a group of words with ending punctuation)
- Understand the concepts of letter and word (as a single character or group of characters)
- Understand the concepts of first and last in written language
- Understand left-to-right directionality of print and return to left in reading and writing
- Use one’s name to learn about words and make connections to words
- Use spaces between words when writing
- Match one spoken word to one written word while reading and writing

Phonological Awareness

- Segment sentences into words
- Hear and recognize word boundaries
- Hear, say, connect, and generate rhyming words (fly, high, buy, sky)
- Blend two to four phonemes in words (d-o-g, dog, t-e-n-t)
- Segment words into phonemes (b-a-t, t-e-n-t)
- Connect words by the sounds (Mom, my)
- Manipulate phonemes (cat-at, and-sand)
- Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit)
- Hear and say syllables (to-ma-to, can-dy, um-brel-la)
Letter Knowledge

- Categorize letters by features - by slant lines (v, w, x) and straight lines (p, l, b, d); by circles (o, b, g, p) and no circles (k, x, w, r); by tunnels (n, h); by tails (y, p, g); by no tails (r, s); by dots/no dots; by tall/short; by consonants/vowels
- Distinguish letter forms
- Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meat, heat), and letter sequences
- Recognize and produce the names of all upper-and lowercase letters
- Identify a word that begins with the sound of each letter
- Recognize consonants and vowels
- Recognize letters that are embedded in words and in continuous text
- Recognize uppercase and lowercase letters
- Understand alphabetical order
- Understand special uses of letters (capital letters, initials)
- Use efficient and consistent motions to form letters when writing

Letter/Sound Relationships

- Recognize and use beginning consonant sounds and the letters that represent them to read and write words
- Recognize that letter clusters (blends and digraphs: st, pl, sh, ch, th) represent consonant sounds
- Hear and identify long (make, pail, day) and short (can, egg, up) vowel sounds in words and the letters that represent them
- Recognize and use other vowel sounds (oo as in moon, look; oi as in oil; oy as in boy; ou as in house; ow as in cow; aw as in paw)

Spelling Patterns

- Recognize and use a logart number of phonograms (VC, CVC, CVCe, VCC)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns)
- Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map) CLOSED SYLLABLE

High-Frequency Word Recognition
- Write core of at least fifty high-frequency words (a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your).

- Read a core of at least fifty high-frequency words (a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your).

## Word Meaning

### Concept Words
- Recognize and use concept words (color names, number words, days of the week, months of the year).

### Compound Words
- Recognize and use simple compound words (into, myself, itself, cannot, inside, maybe, nobody).

### Synonyms and Antonyms
- Recognize and use synonyms (words that mean about the same: begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap).
- Recognize and use antonyms (words that mean the opposite: hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start).

### Homographs and Homophones
- Recognize and use simple homophones (sound the same, different spelling and meaning: to/too/two, here/hear, blue/blew, there/their/they’re).

## Word Structure
Syllables

- Understand the concept of syllables and demonstrate by clapping (horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y)
- Understand how vowels appear in syllables (every syllable has a vowel)

Plurals

- Understand the concept of plurals and plural forms: adding -s (dogs, cats, apples, cans, desks, faces, trees, monkeys); adding -es (when words end in x, ch, sh, s, ss, tch, zz)

Verb Endings

- Recognize and use endings that add -s to a verb to make it agree with the subject (skate/skates, run/runs)
- Recognize and use endings that add -ing to a verb to denote the present participle (play/playing, send/sending)
- Recognize and use endings that add -ed to a verb to make it past tense (walk/walked, play/played, want/wanted)

Contractions

- Recognize and understand contractions with am (I’m), is (he’s), will (I’ll), not (can’t)

Possessives

- Recognize and use possessives that add an apostrophe and an s to a singular noun (dog/dog’s, woman/woman’s, girl/girl’s, boy/boy’s)

Base Words

- Remove the ending from a base word to make a new word (running, run)

Word-Solving Strategies

- Use known words to help in spelling new words
- Make connections between names and other words
- Recognize and locate words (names)
- Recognize and spell known words quickly
- Use the letters in names to read and write words (Chuck/chair, Mark/make)
- Use known words to monitor reading and spelling
- Use letters and relationships to sounds to read and write words
- Use known words and word parts to help in reading and spelling new words (can, candy)
☐ Change beginning, middle, and ending letters to make new words (sit/hit, day/play, hit/hot, sheet/shirt, car/can/cat)

☐ Change the onset and rime to make a new word (bring/thing, bring/brown)

☐ Break words into syllables to read or write them