

**MINISTRY OF EDUCATION
LITERACY STANDARDS
GRADE 1**

STANDARDS	BENCHMARKS/LEARNING OUTCOMES
<p>STANDARD 1 Demonstrates grade or age appropriate receptive and expressive language skills.</p>	<p>LISTENING AND SPEAKING</p> <p><u>Listening</u></p> <p>1.1 Listens to acquire Standard English vocabulary and sentence structure. 1.2 Listens attentively to what is read by the teacher. 1.3 Understands and follows two to three step oral directions. 1.4 Listens politely in a group. 1.5 Recalls what is heard.</p> <p><u>Speaking</u></p> <p>1.6 Uses first language for various kinds of reporting as appropriate. 1.7 Articulates speech sounds accurately. 1.8 Speaks politely in a group. 1.9 Participates in discussions to practise spoken English. 1.10 Uses basic language structure orally. 1.11 Builds oral vocabulary independently. 1.12 Participates in meaningful activities such as role play, mime, show and tell, which promote new language learning.</p>
<p>STANDARD 2 Demonstrates emergent reading skills in phonemic awareness and concepts of print.</p>	<p>CONCEPT OF PRINT AND PHONEMIC AWARENESS</p> <p><u>Print</u></p> <p>2.1 Identifies likenesses and difference in forms and symbols. 2.2 Scans left to right when being read to. 2.3 Knows the parts of a book. 2.4 Names some favourite book titles. 2.5 Locates and identifies title, author and illustrator of a book. 2.6 Recognises that alphabet letters represent print. 2.7 Identifies upper and lower case letters out of sequence, fluently. 2.8 Recognises own name in print.</p>

	<p><u>Phonemic Awareness</u></p> <p>2.9 Knows that alphabet letters represent sounds in speech.</p> <p>2.10 Identifies likeness and difference in sounds.</p> <p>2.11 Taps out syllables in words accurately.</p> <p>2.12 Identifies individual phonemes in simple spoken words.</p> <p>2.13 Segments spoken words into syllables and individual phonemes.</p> <p>2.14 Separates and blends two syllable words.</p> <p>2.15 Blends individual phonemes to create two and three letter words.</p> <p>2.16 Identifies individual letter sounds initial, medial and final position in simple words.</p> <p>2.17 Produces another word that rhymes when given a spoken word.</p> <p>2.18 Identifies short vowels in two or three letter spoken words.</p> <p>2.19 Identifies long vowels in single syllable spoken words.</p> <p>2.20 Blends spoken segments (syllables, phonemes) into spoken words.</p> <p>2.21 Builds and reads word families when provided with simple word stems.</p> <p>2.22 Reads simple decodable text.</p>
<p>STANDARD 3</p> <p>Demonstrates proficiency in applying relevant decoding and word recognition strategies to the reading process and uses this knowledge to become a fluent reader.</p>	<p>WORD ANALYSIS, FLUENCY AND VOCABULARY DEVELOPMENT</p> <p><u>Decoding and Word Recognition</u></p> <p>3.1 Recognises local environmental print such as graphics, symbols and signs.</p> <p>3.2 Identifies readily all alphabet letters out of sequence.</p> <p>3.3 Understands that individual letters represent individual sounds.</p> <p>3.4 Reads regular words and nonsense words fluently using print sound correspondence to sound out words.</p> <p>3.5 Reads basic grade level sight words in isolation.</p> <p>3.6 Knows letter-sound correspondences.</p> <p>3.7 Blends letter sounds in printed words.</p> <p>3.9 Sounds out regular one-syllable words and nonsense words fluently.</p> <p>3.10 Builds and easily reads word families.</p> <p>3.11 Reads decodable text accurately and fluently at grade level.</p> <p><u>Vocabulary and Concept Development</u></p> <p>3.12 Extends vocabulary appropriate context.</p> <p>3.13 Demonstrates use of newly taught vocabulary.</p> <p>3.14 Reads basic level sight words in context.</p> <p>3.15 Uses synonyms and antonyms for grade level.</p> <p>3.16 Demonstrates appropriate use of vocabulary in context.</p> <p>3.17 Demonstrates appropriate use of vocabulary and sentence structure.</p>

	3.18 Reads fluently with expression, any appropriate grade level text.
<p>STANDARD 4 Comprehends, interprets and evaluates a wide range of narrative and informative text appropriate to the grade level.</p>	<p><u>Reading Comprehension</u></p> <p>4.1 Reads and follows simple written instructions. 4.2 Recalls facts and details of text. 4.3 Identifies the main idea of a given text. 4.4 Identifies and discusses similarities and differences in stories. 4.5 Identifies sequences of events in stories. 4.7 Answers ‘who’, ‘what’, ‘how’, ‘when’, ‘where’, ‘why’, and ‘what if’ questions about stories read. 4.8 Identifies cause and effect relationships in text. 4.9 Shares new information from text in own words. 4.10 Uses context clues to understand text. 4.11 Relates prior knowledge in order to understand text. 4.12 Reads aloud, age appropriate level text with fluency so as to convey meaning to listener.</p> <p><u>Reading-Literature</u></p> <p>4.13 Predicts and justifies what might happen next in stories. 4.14 Relates story information to real-life experiences. 4.15 Distinguishes between fantasy and fact. 4.16 Retells a story, or parts of a story read or told orally. 4.17 Identifies speaker or narrator in a story/text. 4.19 Uses words, appropriate to grade level which can convey feeling. 4.20 Dramatises poems and events from a story read or told. 4.21 Develops stories from stimuli-pictures.</p>
<p>STANDARD 5 Uses conventions of written Standard English at grade level to compose and organize in coherent text for a variety of purposes.</p>	<p>WRITING CONVENTIONS OF STANDARD ENGLISH</p> <p><u>Spelling</u></p> <p>5.1 Shows awareness of conventional spelling. 5.2 Spells correctly regular short vowels words. 5.3 Uses invented spelling from phonic knowledge when necessary. 5.4 Spells correctly previously taught irregular words in own writing.</p> <p><u>Punctuation</u></p> <p>5.5 Uses grade level punctuation (full stop, question mark) and capitalization.</p>

	<p><u>Penmanship</u></p> <p>5.6 Observes appropriate spacing between letters, words and sentences. 5.7 Uses a style of writing that is fluent and legible (manuscript). 5.8 Uses lines and margins and observes appropriate spacing.</p> <p><u>Writing as a Process</u></p> <p>5.9 Demonstrates understanding of topics. 5.10 Develops appropriate facts and details. 5.11 Organizes content for writing. 5.12 Re-reads draft. 5.13 Writes logically, focusing on topic. 5.14 Uses descriptive words so as to enhance reading. 5.15 Produces a variety of types of compositions such as stories, descriptions, directions and rhymes.</p>
<p>STANDARD 6 Reads to locate, select and use information from a variety of source.</p>	<p><u>Research and Study</u></p> <p>6.1 Sorts, group and sequences a variety of items. 6.2 Locates and interprets information on a calendar, map, chart or simple graph. 6.3 Records information in a variety of formats such as logs, journals, tables, charts etc. 6.4 Uses parts of a book, front, title page, table of contents. 6.5 Locates information from dictionary and other grade level reference materials. 6.6 Comprehends and employs alphabetical sequence by first letter.</p>