

First Grade

Oregon State Standards linked with CHC, Standardized Academic,  
and Curriculum-Based Assessments

READING

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Phonemic Awareness	Given a series of one-syllable words, student will create and state a series of two to three rhyming words including consonant blends.			
Phonemic Awareness	Student will listen and distinguish initial, medial and final sounds in single-syllable words with one hundred percent accuracy.			
Phonemic Awareness	Student will distinguish between long and short vowel sounds and different vowels, saying the sounds and letter names at one hundred percent.			
Phonemic Awareness	Student will listen and count the number of sounds in a syllable and the number of syllables in a word correctly.			
Phonemic Awareness	Sally has met Oregon State Standard for orally blending from two to four spoken phonemes into recognizable words.			
Phonemic Awareness	Student will orally segment single-syllable spoken words into their components at a rate of eighty phonemes per minute on real and nonsense words			
Phonemic Awareness	Student will add, delete, or change target sounds to change words.			
Concepts of Print	Sally meets Oregon State standards in identifying letters, words and sentences.			

Concepts of Print	Student will match oral words to printed words by following along in orally read text using her finger.			
Concepts of Print	Student will recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.			
Decoding and Word Recognition	Student will generate the sounds from all the letters and letter patterns including consonant blends, long-and short-vowel patterns and blend those sounds into recognizable words.			
Decoding and Word Recognition	Student will use letter-sound correspondence knowledge to sound out unknown words.			
Decoding and Word Recognition	Student will use knowledge of vowel diagraphs and r-controlled letter-sound associations to read words (e.g., ea in beat).			
Decoding and Word Recognition	Student will read compound words and contractions.			
Decoding and Word Recognition	Student will read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).			
Word Recognition	Student will read common word patterns such as -ite, -ate.			
Decoding and Word Recognition	Student will read common irregular sight words accurately and fluently (e.g., the, said, come, give).			
Decoding and Word Recognition	Student will read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech using punctuation cues			

Decoding and Word Recognition	By the end of the first grade, student will read aloud unpracticed grade-level text at a target rate of 40-60 words correct per minute.			
Decoding and Word Recognition	Student will read and demonstrate progress toward reading at an independent and instructional reading level appropriate to grade-level.			
Decoding (Fluency)	Student will increase her fluency in identifying letters to seventy-five letters per minute.			
Decoding (Fluency)	Student will use letter-sound correspondence to sound out unknown words at a rate of seventy-five words per minute.			
Decoding (Fluency)	Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by letters in word.			
Decoding (Fluency)	Student will read aloud forty to sixty words per minute on ending first grade level text.			
Vocabulary	Sally will understand, learn, and use new vocabulary that is introduced through stories and informational texts.			
Vocabulary	Student will develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.			
Vocabulary	Sally has met Oregon State standards for classifying categories of words.			
Vocabulary	In reading, student will use context to understand word and sentence meaning. Sally will monitor and self-correct when she misidentifies a word within a sentence.			

Comprehension	By reading, student will understand and discuss a wide variety of grade-level text, including children's magazines, reference materials, classic and contemporary literature, and poetry.			
Comprehension	Demonstrate listening comprehension of more complex text through discussions.			
Comprehension	Student will notice when she encounters difficulty understanding the meaning of informational text.			
Comprehension	Read and follow written directions, signs, captions, warning labels, and informational books.			
Comprehension	Student will locate the title, names of author and illustrator, and table of contents.			
Comprehension	Student will alphabetize a list of words by the first letter.			
Comprehension	Student will use picture clues to obtain information about words and meaning from print illustrations.			
Comprehension	Student will identify text that uses sequence or other logical order (explain how informational text is different from a story).			
Comprehension	Given coaching, student will describe new information gained from text and answer simple written comprehension questions (e.g., themes and meanings of stories).			

Comprehension	Student will make connections between texts and prior knowledge, and discuss how, why, and what-if questions about the text.			
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**WRITING**

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Writing	Student will spell correctly three and four letter short vowel words.			
Writing	Student will use spelling/phonics-based knowledge to spell independently when necessary.			
Writing	Student will show spelling consciousness or sensitivity to conventional spelling.			
Writing	Student will identify and correctly write singular and plural nouns (cat/cats).			
Writing	Student will identify and correctly write simple possessive pronouns (my/mine, his/hers).			
Writing	Student will capitalize: first word of sentences, proper nouns, and I			
Writing	Student will print legibly and space letters, words, and sentences appropriately.			
Writing	Student will use ending punctuation including periods, question marks, and exclamation points independently seventy-five percent of the time with one hundred percent accuracy.			
Written Expression	In science portfolio pieces, Student will write and draw information discussing how, why, and what-if questions.			
Written Expression	With assistance, student will write for different purposes and to a specific audience or person.			
Written Expression	Student will organize information in a clear sequence of two or more events.			
Written Expression	Student will use descriptive words when writing.			
Written Expression	Student will write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.			
Written	Student will write brief stories that			

Expression	describe an experience.			
Written Expression	Student will write simple directions.			
Written Expression	Student will write a story with identifiable beginning, middle and end with three paragraphs of at least two sentences each.			
Written Expression	Student will use pre-writing, draft, revision, and publishing skills.			

## MATHEMATICS

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Calculations & Estimations	Read, write, order, and identify whole numbers less than 100.			
Calculations & Estimations	Order 1st through 10th in numeric or word form.			
Calculations & Estimations	Count and group objects in ones and tens.			
Calculations & Estimations	Use objects or pictures to decompose whole numbers to 10 (e.g., $5 = 4 + 1$ , $5 = 2 + 3$ ).			
Calculations & Estimations	Identify, order, and compare coins by making equivalent amounts up to 25 cents.			
Calculations & Estimations	Demonstrate counting skills of skip counting by 5 and 10 to 100.			
Calculations & Estimations	Add and subtract with concrete objects.			
Calculations & Estimations	Apply with fluency sums to 9 and related subtraction facts.			
Calculations & Estimations	Find sums and differences less than 100.			
Calculations & Estimations	Make change for amounts to 25 cents.			
Calculations & Estimations	Mentally add 10 to a single digit number.			
Calculations & Estimations	Estimate number of objects and check reasonableness of answers by counting up to 20 objects.			
Calculations & Estimations	Represent situations using models of addition and subtraction (e.g., putting together or adding on, taking away, finding the difference, comparing).			
Statistics and Probability	Identify "how many more or less" and "how many all together" from pictographs and			

	bar graphs.			
Statistics and Probability	Pose questions and gather data about themselves and their surroundings.			
Statistics and Probability	Sort and classify objects according to their attributes and organize data about the objects into categories.			
Statistics and Probability	Represent data using concrete objects and pictographs.			
Statistics and Probability	Answer simple questions related to data displayed in pictographs, including which result occurred the most or least often.			
Statistics and Probability	Identify "how many more or less" and "how many all together" from pictographs and bar graphs.			
Statistics and Probability	Pose questions and gather data about themselves and their surroundings.			
Statistics and Probability	Sort and classify objects according to their attributes and organize data about the objects into categories.			
Statistics and Probability	Represent data using concrete objects and pictographs.			
Statistics and Probability	Answer simple questions related to data displayed in pictographs, including which result occurred the most or least often.			
Algebraic Relationships	Sort and classify objects using one or more attributes by observing relationships.			
Algebraic Relationships	Identify an element that does not belong in a simple pattern.			
Algebraic Relationships	Supply a missing element in or extend number patterns involving addition or subtraction by a single digit number.			
Algebraic Relationships	Extend and generate patterns involving three elements sharing a common attribute (e.g., color, number, shape, letter) using concrete models or objects.			
Algebraic Relationships	Understand the meaning of equals and use the = symbol.			
Algebraic Relationships	Construct and solve simple number sentences involving sums to 9 and related subtraction facts using concrete objects, pictures, and symbols.			
Measurement	Compare and order objects according to measurable			

	attributes (e.g., long or short; light or heavy).			
Measurement	Identify and name days of the week and months of the year and interpret calendar information (e.g., tomorrow, yesterday, how many Tuesdays are in November).			
Measurement	Tell time to the nearest hour using analog and digital clocks.			
Geometry	Identify, describe, and classify triangles, rectangles, squares, circles, and ovals.			
Geometry	Recognize and identify attributes of two-dimensional geometric shapes in the environment (e.g., make a triangle and a square from pieces of straw and compare how many pieces of straw is used to make each shape).			
Geometry	Model triangles, rectangles, squares, circles, and ovals.			
Geometry	Create repeating geometric shapes using manipulatives (e.g., two triangles can make a square).			
Geometry	Arrange and describe objects in space by relative position and direction (e.g., near, far, below, above, down, up)			