

GRADE 1
CA Reading/Language Arts Framework:
Content Standards that apply to students with Specific Language Impairments
GOALS/MEASURES OF PROGRESS

READING

1.1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Phonemic Awareness

1.1.4 Distinguish initial, medial, and final sounds in single-syllable words.

By (annual IEP date), (name) will identify initial, medial and final sounds in single-syllable words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify initial and final sound in single-syllable words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will identify medial sounds in single-syllable words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.5 Distinguish long and short vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).

By (annual IEP date), when given one-syllable words with long and short vowels, (name) will distinguish between the long and short vowel sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), when given one-syllable long and short vowel words, (name) will distinguish long vowel sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given one-syllable words with long and short vowel (name) will distinguish short vowel sounds as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.6 Create and state a series of rhyming words, including consonant blends.

By (annual IEP date), when given one-syllable cue words, (name) will change the initial sound and state rhyming word(s) for each cue word, including words containing a consonant blend with as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), when given one-syllable cue words, (name) will change the initial sound and state rhyming words for each cue word as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given one-syllable cue words, (name) will change*

the initial sound and state rhyming words for each cue word including words containing consonant blends as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

1.1.7 Add, delete or change target sounds in order to change words (e.g., change cow to how; pan to an).

By (annual IEP date), (name) will add, delete or change target sounds to make new words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will add one sound to an already existing word to form a new word (e.g., car to cart) as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will delete one sound from an already existing word to form a new word (e.g., fit to it) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will change one sound to an already existing word to form a new word (e.g., hat to pat) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

1.1.8 Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).

By (annual IEP date), (name) will blend up to four sounds, including consonant blends and consonant digraphs, into a word as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will blend two to three sounds, including consonant blends and digraphs, into a word as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will blend up to four sounds, including consonant blends and digraphs, into a word as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.9 Segment single syllable words into their components (e.g., cat = /c/a/t/; trap = /t/r/a/p/; splat = /s/p/l/a/t/; belt = /b/e/l/t/).

By (annual IEP date), when given single syllable words of mixed patterns (CVC, CCVC, CCCVC, and CVCC), (name) will segment phonemes as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), when given single syllable CVC words, (name) will segment phonemes as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given single syllable CCVC, CCCVC or CVCC words, (name) will segment phonemes as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

Vocabulary and Concept Development

1.1.17 Classify grade-appropriate categories of words (e.g., concrete collections like animals and foods).

By (annual IEP date), (name) will classify vocabulary from curriculum-relevant text and materials into appropriate categories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will classify pictures of curriculum-relevant words from classroom text or materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will identify words from classroom text or materials that fit into categories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

1.2.2 Respond to who, what, when, where, and how questions.

By (annual IEP date), (name) will answer who, what, when, where, and how questions from curriculum-relevant texts in classroom tasks, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will answer who, what, where and when questions from a curriculum-relevant text read aloud, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will answer how questions from a curriculum-relevant text read aloud, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.3 Follow one-step written instructions independently.

By (annual IEP date), (name) will follow one-step written instructions in classroom tasks by demonstrating an understanding of the “instruction words” (i.e., underline, fill in the blank, copy, draw of picture of list, fill in the word, etc) used in curriculum-relevant materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify “instruction words” in classroom curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will give the meaning of “instruction words” in classroom curriculum materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.4 Use context to resolve ambiguities about word and sentence meanings.

By (annual IEP date), (name) will clarify misunderstandings about word and sentence meanings (ambiguities) in curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will indicate when a misunderstanding about the meaning of a word or sentence is encountered as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use the appropriate strategy (re-reading, picture cues clarification of questions) to clarify misunderstandings about a word or sentence as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.5 Confirm predictions about what will happen next in text by identifying key words (i.e., signpost words).

By (annual IEP date), (name) will predict and confirm the sequence of events by identifying key words (signpost words) in an curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify signpost words (i.e., first, next, last, however, then, etc) from curriculum relevant texts as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will predict events that could happen next in curriculum-relevant by identifying signpost words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.6 Relate prior knowledge to textual information.

By (annual IEP date), (name) will relate prior knowledge to information from curriculum-relevant text/stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will respond to clinician prompting about prior knowledge of a topic about curriculum relevant text/stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will relate prior knowledge about given topics from curriculum-relevant text/stories, with minimal prompting by clinician, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.7 Retell the central ideas of simple expository or narrative passages.

By (annual IEP date), (name) will retell the central ideas of curriculum-relevant passages or stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will complete a simple graphic organizer including the central ideas of curriculum-relevant passages or stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will retell the central ideas of curriculum-relevant passages or stories using a completed simple graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

1.3.1 Identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending.

By (annual IEP date), (name) will identify and describe the story elements of plot, setting and characters, including the story's beginning, middle, and ending, after listening to and/or reading a curriculum-relevant story as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify beginning, middle and ending of a story (after listening to or reading) using a simple story map as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will identify theme, plot, setting and characters of a story (after listening to or reading) using a story map as a visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.3.3 Recollect, talk, and write about books read during the school year.

By (annual IEP date), (name) will remember, talk and write about books (classroom books, self-selected books and books from curriculum) read during the school year as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will recall and talk about selected books/stories using visual supports (graphic organizer, pictures, icons, etc). as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use visual supports to write about (story frames, graphic organizers) previously-read books/stories as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.1.0 Written and Oral English Language Conventions

Sentence Structure

1.1.1 Write and speak in complete, coherent sentences.

By (annual IEP date), when given a verbal or visual cue, (name) will use complete sentences in classroom speaking/writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), when given a verbal or visual cue, (name) will speak in complete sentence of more than ____ words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), when given a verbal or visual cue, (name) will write in complete sentences of at least ____ words as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

Grammar

1.1.2 Identify and correctly use singular and plural nouns.

By (annual IEP date), (name) will identify and use singular and plural nouns in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify and use singular nouns in sentences as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will identify and use plural nouns in sentences as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *'s, my/mine, his/her, hers, your/s*) in writing and speaking.

By (annual IEP date), (name) will identify and use contractions and singular possessive pronouns in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) identify and use contractions with clinician prompting, in writing and speaking tasks, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will identify and use singular possessive pronouns, with clinician prompting, in writing and speaking tasks, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

LISTENING AND SPEAKING

1.1.0 Listening and Speaking Strategies

Comprehension

1.1.1 Listen attentively.

By (annual IEP date), (name) will demonstrate attentive listening (e.g. appropriate eye contact, body posture and proximity, etc) during classroom listening tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will explain the components of attentive listening as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will demonstrate attentive listening strategies using a visual as support as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.2 Ask questions for clarification and understanding.

By (annual IEP date), (name) will use /wh/ questions to clarify ambiguities in communication in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify ambiguities in communication tasks (questions-answer, barrier tasks, etc) as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will ask appropriate /wh/ clarification questions when needed in communication tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.3 Give, restate, and follow simple two-step directions.

By (annual IEP date), (name) will restate and follow two-step oral grade-level adult presented classroom directions (e.g., open your book and turn to page) as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will restate two-step oral directions when requested as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will ask for clarification of two-step oral directions when needed as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

Organization and Delivery of Oral Communication

1.1.4 Stay on topic when speaking.

By (annual IEP date), (name) will maintain the topic in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will maintain the topic when sharing ideas as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will maintain the topic when asking questions as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.1.5 Use descriptive words when speaking about people, places, things, and events.

By (annual IEP date), (name) will use adjectives and adverbs to describe curriculum-relevant people, places things and events in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will use adjectives to describe curriculum-relevant people, places, things, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use adverbs to describe curriculum-relevant events as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.0 Speaking Application (Genres and their Characteristics)

Using the Grade 1 speaking strategies outlined in Listening and Speaking Standard 1.0, students

1.2.1 Recite poems, rhymes, songs, and stories.

By (annual IEP date), (name) will recite poems, rhymes, songs and stories in the classroom from the curriculum as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will recite poems, rhymes, songs and stories from the curriculum, using visual and verbal support, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will recite poems, rhymes, songs and stories from the curriculum, using visual supports only as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.2 Retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions.

By (annual IEP date), (name) will retell stories in correct sequence by answering who, what, when, where, why and how questions in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will answer /wh/ questions after hearing a story, when given repetitions and cueing as needed, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will retell a story in correct sequence, using a "first, next, last" sequence words, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.3 Relate an important life event or personal experience using simple sequencing.

By (annual IEP date), (name) will relate an important life event or personal experience in sequence using temporal cohesive ties when needed in classroom activities as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will use appropriate temporal cohesive ties (then, when, before, after) when relating an important life event or personal experience, with visual support, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use appropriate temporal cohesive ties (then, when, before, after) when relating an important life event or personal experience, without visual support, as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*

1.2.4 Provide descriptions with careful attention to sensory detail.

By (annual IEP date), (name) will use sensory words relating to touch, smell, sound, taste, sight when describing objects and events in classroom related tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).

- *By (date of marking period), (name) will identify sensory words related to touch, smell, sound, taste and sight that best describe an object and/or event as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*
- *By (date of marking period), (name) will use a graphic organizer that identifies sensory words relating to touch, smell, sound, taste and sight and to describe an object or event as measured by (objective, rubric, SLS observation, teacher checklist/monitor chart).*