

## Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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Strand:

**E1 Reading**

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

**E1a: Print-Sound Code**

Knowledge of the print-sound code should take root, as the phonemic awareness that children developed in kindergarten deepens and expands. By the end of grade 1, students should be well on the way to mastering phonemic awareness. No longer working on sounds or letters separately, they now are able to put these elements of the code together to read meaningful, connected texts. The set of high-frequency words they recognize also has expanded since kindergarten.

Component:

**E1a.1: Knowledge of Letters and Their Sounds**

- No equivalent component at this grade level.

Component:

**E1a.2: Phonemic Awareness**

By the end of the year, first-grade students' phonemic awareness should be consolidated fully. They should be able to demonstrate, without difficulty, all of the skills and knowledge expected at the end of kindergarten. The ability to segment and blend each of the sounds in words—which they began to develop in kindergarten—should now be developed fully. By the end of the year, we expect first-grade students to:

- separate the sounds by saying each sound aloud; and
- blend separately spoken phonemes to make a meaningful word.

Component:

**E1a.3: Reading Words.**

By the end of grade 1, we expect students to:

- know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words;
- use onsets and rimes to create new words that include blends and digraphs; and
- recognize about 150 high-frequency words as they encounter the words in reading.

Standard:

**E1b: Getting the Meaning**

First-grade students read aloud leveled books. They sound like they know what they are reading. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Component:

**E1b.1: Accuracy**

By the end of the year, we expect first-grade students to:

- read Level I books that they have not seen before, but that have been previewed for them, with ninety percent or better accuracy of word recognition (self-correction allowed).

Component:

**E1b.2: Fluency**

When they read aloud, we expect first graders to sound like they know what they are reading. Fluent readers may pause occasionally to

work out difficult passages. (Such pauses provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency). By the end of the year, we expect first-grade students to:

- independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and
- use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Component:

**E1b.3: Self-Monitoring and Self-Correcting Strategies**

Whenever children read, they should use a variety of self-monitoring and word recognition strategies to help them figure out words they do not recognize immediately. By the end of first grade, we expect children to monitor their own reading for accuracy and sense and to use successfully strategies to solve reading problems. To see these strategies—which normally are deployed privately and silently inside children’s minds—it may be necessary to ask children to read aloud from books that are a bit of a stretch for them in terms of difficulty. When they read books like those that are more difficult, we expect to see more overt self-monitoring behaviors, less accuracy and fluency, and slower or less precise comprehension. By the end of the year, we expect first-grade students to:

- notice whether the words sound right, given their spelling;
- notice whether the words make sense in context;
- notice when sentences don’t make sense;
- solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts; and
- check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.

Component:

**E1b.4: Comprehension**

By the end of first grade, we expect children to demonstrate their comprehension of books that they read independently or with a partner, as well as books that adults read to them. We also expect them to read and understand simple written instructions and functional messages. When they independently read texts they have not seen before, by the end of the year, we expect first-grade students to:

- retell the story;
- tell what the book is about (summarize it);
- describe in their own words what new information they gained from the text; and
- answer comprehension questions similar to those for kindergartners.

The texts that adults read to first graders usually have more complex conceptual and grammatical features than the texts the children read independently, permitting greater depth in the kinds of comprehension children can display. For texts that are read to them, we expect children at the end of first grade also to be able to:

- extend the story;

- make predictions about what might happen next and say why;
- talk about the motives of characters; and
- describe the cause and effects of specific events.

Standard:

**E1c: Reading Habits**

Through first-grade (and grade 2), expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to. Books read to students are chosen for their interest and literary value; they usually have greater complexity than a student can handle reading independently or with assistance.

Component:

**E1c.1: Independent and Assisted Reading**

By the end of the year, we expect first-grade students to:

- read four to more books every day independently or with assistance;
- discuss at least one of these books with another student or a group;
- read some favorite books many times, gaining deeper comprehension;
- read their own writing and sometimes the writing of their classmates; and
- read functional messages they encounter in the classroom (for example: labels, signs, instructions).

Component:

**E1c.2: Being Read To**

By the end of the year, we expect first-grade students to:

- hear two or four books or other texts (for example, poems, instructions, newspaper or magazine articles, songs) read aloud every day; and
- listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.

Component:

**E1c.3: Discussing Books**

Daily discussion of books continues to be essential in first grade.

Children now can deal with more complex and longer texts and relate books to teach other. In classroom and small-group discussions of their reading and of books read to them, by the end of the year, we expect first-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- compare two books by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask others questions that seek elaboration and justification; and
- attempt to explain why their interpretation of a book is valid.

Component:

**E1c.4: Vocabulary**

Like kindergartners, first graders know more words than they can read or write. They still acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge. Children easily absorb into their vocabulary new words that come up and recur in conversation and reading. By the end of the year, we expect first-grade students to:

- make sense of new words from how the words are used, refining their sense of the words as they encounter them again;
- notice and show interest in understanding unfamiliar words in texts that are read to them;

- talk about the meaning of some new words encountered in independent and assisted reading;
- know how to talk about what words mean in terms of functions and features; and
- learn new words every day from talk and books read aloud.

Strand:

**E2 Writing**

First-grade students write every day, either independently and with a partner or partners. When given blocks of time for writing, students take responsibility for choosing a topic and developing text around it. Students work for more than a single day on creating a piece of writing. Taking selected pieces of their work through the process of planning, drafting, getting response, revising and editing is very much the norm for first-grade writers.

Standard:

**E2a: Habits and Processes**

Polished pieces are placed on display, read aloud, presented to someone the child cares about or acknowledged in some public way. Such displays are important ways of recognizing young writers' accomplishments. By the end of the year, we expect first-grade students to:

- write daily;
- generate topics and content for writing;
- reread their work often with the expectation that others will be able to read it;
- solicit and provide responses to writing;
- revise, edit and proofread as appropriate;
- apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and
- polish at least 10 pieces throughout the year.

Standard:

**E2b: Writing Purposes and Resulting Genres**

Written and oral work are done with more elaboration and confidence than was evidenced in kindergarten. As writers, many begin to show an intention to really connect with a reader.

Component:

**E2b.1: Sharing Events, Telling Stories: Narrative Writing**

By the end of the year, we expect first-grade students to:

- evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;
- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;
- demonstrate a growing awareness of author's craft by employing some writing strategies; and providing some sense of closure;
- imitate narrative elements and derive stories from books they have read or had read to them; and
- in some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered," "I noticed," "I thought" or "I said to myself."

Component:

**E2b.2: Informing Others: Report or Informational Writing**

By the end of the year, we expect first-grade students to:

- gather information pertinent to a topic, sort it into major categories—possibly using headings or chapters—and report it to others;
- independently recognize and exclude or delete extraneous information according to appropriate standards governing what “fits”; and
- demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader’s understanding of the text; and paying attention to signing off.

Component:

**E2b.3: Getting Things Done**

Functional Writing: By the end of the year, we expect first-grade students to:

- give instructions;
- describe, in appropriate sequence and with few details, the steps one must take to make or do a particular thing; and
- claim, mark or identify objects and places.

Component:

**E2b.4: Producing and Responding to Literature**

By the end of the year, we expect first-grade students to:

- write stories, memoirs, poems, songs and other literacy forms;
- demonstrate not only an awareness of but also an ability to reproduce some of the literacy language and styles they hear and read in the classroom;
- imitate a text or write in a genre when they respond to it;
- re-enact and retell stories, songs, poems;
- plays and other literacy works they encounter;
- produce simple evaluative expressions about the text;
- make simple comparisons of the story to events or people in their own lives;
- compare two books by the same author;
- discuss several books on the same themes;
- make explicit reference to parts of the text when presenting or defending a claim; and
- present a plausible interpretation of a book.

Standard:

**E2c: Language Use and Conventions**

First graders still write mostly in their own language, producing text that mirrors the sentence structure and vocabulary of their speech. Although they are beginning to develop a sense of writing for a reader, their writers’ voices still are mostly egocentric. They can make more choices about which words to use, in which form and in what order. They also may produce text containing fragments of the language of other writers or speakers.

Component:

**E2c.1: Style and Syntax**

By the end of the year, we expect first-grade students to:

*Take on language of authors:*

- vary sentence openers instead of relying on the same sentence stem;
- use a wide range of the syntactic patterns;
- typical of spoken language;
- embed literacy language where appropriate; and
- sometimes mimic sentence structures from various genres they are reading.

Component:

**E2c.2: Vocabulary and Word Choice**

By the end of the year, we expect first-grade students to:

- produce writing that uses the full range of words in their speaking vocabulary;
- select a more precise word when prompted; and
- use newly learned words they like from their reading, the books they hear read, words on the classroom wall and talk.

Component:

**E2c.3: Spelling**

By the end of the year, we expect first-grade students to:

- produce writing that contains a large proportion of correctly spelled, high frequency words;
- write text that usually can be read by the child and others—regardless of the scarcity of correctly spelled words—because most of the perceived sounds in unfamiliar words are phonetically represented;
- draw on a range of resources for deciding how to spell unfamiliar words; and
- automatically spell some familiar words and word endings correctly.

Component:

**E2c.4: Punctuation, Capitalization and Other Conventions**

Although first-grade students will not have consistent control over punctuation, capitalization and other conventions, by the end of the year, we expect first-grade students to:

- demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings; and
- use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations.

Strand:

**E3 Speaking  
And Listening**

The most significant feature of language development among kindergartners and first graders is the enormous growth in vocabulary. They continue to talk about topics that are familiar and engaging to them. By this age, they can tell stories that make sense. They can define new words and explain all sorts of things to other students. They are starting to understand the rules of socializing with others.

Standard:

**E3a: Habits**

Talking in a variety of situations and for different purposes is important as children are beginning to write because their early writings are very dependent on their oral language. They can be expected to listen much more attentively now, and they may begin adapting their speech for different audiences. They engage in longer turns of conversation.

Components:

**E3a.1: Talking a Lot**

Children’s talk that once primarily took place in one-on-one or small-group settings—now encompasses larger groups and audiences. Their comments and questions become more specific that expressing basic ideas needs or feelings. Language play continues to be an important part of their development. By the end of first grade we expect children to:

- talk about their ideas, experiences and feelings;
- listen to others, signaling comprehension by clarifying, agreeing, empathizing or commenting as appropriate;
- playfully manipulate language;
- listen to and engage in sentence play;

- negotiate how to work and play;
- ask or answer focused questions for the purpose of learning something; and
- share and talk about what they are reading or learning.

In kindergarten and first grade, children transition from speech to print and begin writing daily. We expect children to:

- share and talk about their writing daily; and
- give and receive feedback by asking questions or making comments about truth, clarity, extent, and relevance.

Components:

**E3a.2: Talking to One’s Self**

By kindergarten, children begin to recognize the value of talking aloud. They move from a nearly unconscious use of language to purposefully articulating problem-solving strategies and self-correcting while reading aloud. By the end of first grade we expect children to:

- make spontaneous corrections to their own behavior, actions or language;
- talk to themselves out loud to make plans, guide behavior or monitor thinking; and
- mimic the language of adults.

While they are reading we expect children to:

- monitor themselves at the word and sentence levels; and
- use a variety of self-correcting strategies.

Components:

**E3a.3: Conversing at Length on a Topic**

Children know the difference between questions requiring brief responses and invitations to converse. In addition, their ability to make topic-relevant responses and their attempts to initiate and sustain conversation result in lengthier exchanges. By the end of first grade we expect children to:

- initiate conversations by bringing up topics that are likely to interest others;
- initiate and sustain a conversation with comments or questions through at least six or seven exchanges;
- occasionally ask for or provide clarification;
- solicit others’ contributions; and
- mark new topics explicitly.

Components:

**E3a.4: Discussing Books**

By the end of kindergarten, children use newly learned vocabulary to discuss books that they have read or enjoyed in read-alouds, partner reading or independent reading. They use their own experiences to make sense of and talk about texts and to make predictions. They can retell or reenact events in sequence, respond to simple content questions, and create artwork or written responses that show their comprehension. By the end of first grade, we expect children to:

- compare two works by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask each other questions that seek elaboration and justification; attempt to explain why their interpretation of a book is valid;
- extend the story;
- make predictions and explain their reasoning;

- talk about the motives of characters’;
- describe the causes and effects of specific events;
- retell or summarize the story; and
- describe in their own words new information they gained from the text.

Standard:

**E3b: Kinds of Talk and Resulting Genres**

In kindergarten and first grade, children engage in a variety of genres to manage their activities, school, playtime and social interactions. These four genres are identified as narrative explaining and seeking information, getting things done, and producing and responding to performances.

Components:

**E3b.1: Narrative**

Children should require little or no adult prompting to complete a narrative. Their ability to put events in chronological order increases and their level of detail goes beyond basic information and response. They can learn techniques that make their narratives more interesting. They tend to end their narrative before the climax so resolutions require special attention. By the end of first grade, we expect children to:

- independently give a detailed narrative account of an experience in which the actual sequence of numerous events is clear.

Kindergarten and first grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener’s attention directly or indirectly before going into the full account;
- orient the listener to the setting;
- describe information and evaluate or reflect on it;
- develop characters by portraying themselves as one or by talking about another character’s goals and motivations;
- include quotations;
- build the sequence of events to a climax and comment on how things were resolved; or
- mark the end of the story directly with a coda to bring the impact of the past experience up to the present time.

Components:

**E3b.2: Explaining and Seeking Information**

Children’s efforts to seek information from books or conversations with others become more focused and organized. Descriptions broaden from physical features, location and position to multiple characteristics. Their descriptions extend beyond themselves to include the emotions, thinking and intentions of others. By the end of first grade, we expect children to:

- seek or provide information by observing; going to the library; or asking teachers, parents or peers;
- listen to information and exhibit comprehension;
- request or provide explanations of their own and others’ intentions and thinking, especially;
- describe things by focusing on multiple characteristics;
- describe things in more evaluative terms, giving reasons for evaluations; and
- share information that is organized on a topic and supported by a visual aid.

Components:

**E3b.3: Getting Things Done**

Children should argue an opinion, yet their viewpoint remains primarily

self-centered. They can consider the perspective and needs of another person, giving and/or receiving direction for a lengthier or more complicated sequence of steps. They continue to ask for clarification and take more responsibility for understanding information. By the end of first grade we expect children to:

- listen to, comprehend and carry out directions with five or six simple steps;
- give directions that include several sequenced steps, explaining and elaborating when necessary;
- ask for clarification to carry out more complicated directions, [persisting if necessary];
- use actions, writing or drawing to augment language; and
- engage in extended conversations about a problem with both sides presenting and listening to arguments and solutions.

Components:

**E3b.4: Producing and Responding to Performances**

Children’s responses to performances of all kinds move beyond simple reactions to include more evaluative statements. Their performances include rehearsal and memorization of a few lines of a play or poem. Producing performances begins to become more public. They can add read-alouds to the memorized performances. By the end of first grade we expect children to:

- give simple evaluative expressions about a performance and explain their reasoning;
- critique a performance based on agreed-upon criteria;
- ask questions about things that they don’t understand;
- draw from a rehearsed repertoire to give a brief performance;
- rehearse and memorize short poems or lines of a play; and
- give a brief author performance or presentation of work.

Standard:

**E3c: Language Use and Conventions**

Children advance from knowing the most basic rules of interaction to knowing more subtle nuances in speech and social convention,. Frequent playful interchanges with the sounds and meanings of words help to establish the critical connection between oral language and reading and writing. They continue to increase their vocabulary daily.

Components:

**E3c.1: Rules of Interaction**

Children have generally adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. By the end of first grade we expect children to:

- know and be able to describe rules for school interactions;
- learn rules for polite interactions;
- hold self and others accountable to the rules by using verbal reminders to self and others; and
- speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting.

Components:

**E3c.2: Word Play, Phonological Awareness and Language Awareness**

At this age, children are ready to extend word play, as they have developed an appreciation for rhyme and alliteration and have a general awareness of word meanings. Now they are ready to produce certain

types of words and become more conscious of their own grammatical constructions. By the end of first grade we expect children to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- segment the onset and the rime in single-syllable words;
- segment the individual sounds in single-syllable words by saying each sound aloud;
- blend onsets and rimes to form words;
- blend separately spoken phonemes to make a meaningful work;
- play with alliteration, tongue twisters, and onomatopoeia;
- begin to use double meanings or multiple meanings of words for riddles or jokes;
- vary sentence openers and use a wide range of syntactic patterns; and
- examine and discuss the structure of words.

Components:

**E3c.3: Vocabulary and Word Choice**

Through conversation, daily interaction with adults and peers, and especially reading and being read to, children in kindergarten and first grade continue to increase their vocabulary at an astounding rate. By the end of first grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- begin to define words they know using simple superordinants;
- show flexibility within the domain;
- learn new words from reading being read to daily and classroom study experiences;
- study word families;
- know more than one way to describe a particular referent or verb;
- recognize multiple meanings or words;
- understand that clusters of words refer to the same events or phenomena but from different perspectives; and
- increase vocabulary of verbs, adjectives and adverbs to gain fluency and exercise options in word choice.