

Correlations between the  
State of Maryland  
English Language Arts Standards  
for grade 1

and

*Seeds of Science/Roots of Reading*<sup>®</sup>  
Integrated Science and Literacy Units

Maryland English/Language Arts Standards – 1<sup>st</sup> Grade

Maryland English/Language Arts Standards – 1 <sup>st</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<b>Reading-Standard 1.0 General Reading Processes</b>												
<b>A. Phonic Awareness</b>												
<b>1. Discriminate sounds and words</b>												
a. Identify initial, medial, and final sounds in one-syllable words	●	●	●	●								
b. Compare one-syllable words using initial, medial, and final sounds	●	●	●	●								
c. Categorize words as same or different by medial sounds	●	●	●	●								
<b>2. Discriminate and produce rhyming words and alliteration</b>												
a. Produce sentences with rhyming and alliteration												
<b>3. Blend sounds and syllables to form words</b>												
a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast	●	●	●	●								
<b>4. Segment and manipulate sounds in spoken words</b>												
a. Segment words into syllables	●	●	●	●								
b. Segment one-syllable words into phonemes	●	●	●	●								
c. Delete sounds to form new words												
d. Add sounds to form new words												
<b>B. Phonics</b>												
<b>1. Identify letters and corresponding sounds</b>												
a. Produce letter/sound correspondences rapidly (1 per second)	●	●	●	●								
b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt	●	●	●	●								

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<b>2. Decode words in grade-level texts</b>												
a. Recognize and apply short vowels, long vowels, and "y" as a vowel	●	●	●	●								
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	●	●	●	●								
c. Read one-syllable words fluently (CVC, CVCE)	●	●	●	●								
d. Use known word/part to decode unknown words, such as car->card	●	●	●	●								
<b>C. Fluency</b>												
<b>1. Read orally from familiar text at an appropriate rate</b>												
a. Listen to models of fluent reading	●	●	●	●								
b. Read familiar text at a rate that is conversational and consistent	●	●	●	●								
c. Reread text multiple times to increase familiarity with words	●	●	●	●								
<b>2. Read grade-level text accurately</b>												
a. Reread and self-correct while reading	●	●	●	●								
b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	●	●	●	●								
c. Read sight words automatically, such as have, said, where, two	●	●	●	●								
<b>3. Read grade-level text with expression</b>												

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a. Demonstrate appropriate use of phrasing when reading familiar text * Use end punctuation, commas, and quotation marks to guide expression * Use intonation (emphasis on certain words) to convey meaning	●	●	●	●								
<b>D. Vocabulary</b>												
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>												
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	●●	●●	●●	●●								
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	●●	●●	●●	●●								
c. Ask questions to clarify meaning about objects and words related to topics discussed	●	●	●	●								
d. Listen to and identify the meaning of new vocabulary in multiple contexts	●●	●●	●●	●●								
e. Connect unfamiliar words from texts, instruction and conversation to prior knowledge to enhance meaning	●●	●●	●●	●●								
f. Learn 5-8 new words every week (independent reading)	●●	●●	●●	●●								
<b>2. Develop a conceptual understanding of new words</b>												
a. Sort grade-appropriate words with or without pictures into categories	●	●	●	●								
b. Identify antonyms and synonyms	●	●	●	●								
c. Identify and use correctly new words acquired through study of their relationship to other words	●●	●●	●●	●●								
<b>3. Understand, acquire, and use new vocabulary</b>												

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a. Determine meaning of words using their context * Reread * Use context clues * Examine illustrations	•	•	•	•								
b. Use unfamiliar words introduced in literary and informational texts	••	••	••	••								
c. Use word structure to determine meaning of words * Contractions * Inflectional endings * Compound words * Root/base words	•	•	•	•								
d. Use resources to determine meaning of unknown words * Picture dictionary * Charts * Diagrams * Posters * Content texts	••	••	••	••								
<b>E. General Reading Comprehension</b>												
<b>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</b>												
a. Listen to, read, and discuss text representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	•	•	•	•								
b. Self-select appropriate text for a variety of purposes	•	•	•	•								
c. Read a minimum of 25 books representing various genres	••	••	••	•								

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d. Discuss ideas/information gained from reading experiences with adults and peers	●●	●●	●●	●●								
<b>2. Use strategies to prepare for reading (before reading)</b>												
a. Make connections to the text using their prior knowledge and experiences with the text	●●	●●	●●	●●								
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic	●●●	●●	●●	●●								
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	●●	●●	●●	●●								
<b>3. Use strategies to make meaning from text (during reading)</b>												
a. Recall and discuss what they understand	●●	●●	●●	●●								
b. Identify and question what did not make sense	●	●	●	●								
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	●	●	●	●								
d. Make, confirm, or adjust predictions	●●●	●●	●●	●●								
e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences	●●	●●	●●	●●								
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>												
a. Describe what the text is about	●●	●●	●●	●●								
b. Describe what is directly stated in the text (details, literal meaning)	●●	●●	●●	●●								
c. Engage in conversation to understand what has been read	●●	●●	●●	●●								

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d. Answer simple questions (who, what, when, where, and how) in writing	●●	●●	●●	●●								
e. Respond to text by drawing, speaking, dramatizing, or writing	●●	●●	●●	●●								
f. Retell the main idea of texts	●●	●●	●●	●●								
<b>Informational-Standard 2.0 Comprehension of Informational Text</b>												
Students will read, comprehend, interpret, analyze, and evaluate informational text.												
<b>A. Comprehension of Informational Text</b>												
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>												
a. Listen to nonfiction materials * Textbooks * Trade books * Grade-appropriate reference materials * Newspapers * Articles * Magazines * Questionnaires/interviews * Multimedia resources	●	●	●	●								

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b. Read and recognize functional documents * Sets of directions * Science investigations * Posters * Flyers * Forms * Invitations * Menus * Maps * Recipes * Rules * Classroom schedules	●●	●●	●●	●●								
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites	●	●	●	●								
<b>2. Identify and use text features to facilitate understanding of informational texts</b>												
a. Use print features * Large bold print * Font size/type * Colored print * Headings and chapter titles * Labels * Captions * Numbered steps	●●	●●	●●	●●								

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b. Use graphic aids * Illustrations * Pictures * Photographs * Drawings * Maps * Graphs * Charts/tables * Diagrams * Materials list	●●	●●	●●	●●								
c. Use informational aids * Materials lists * Captions * Glossed words * Labels * Numbered steps	●●	●●	●●	●●								
d. Use organizational aids when reading * Title * Table of contents * Numbered steps * Transition words	●●	●●	●●	●●								
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>												
a. Distinguish between fiction and nonfiction text	●	●	●	●								
b. Recognize words that signal the structure of informational text	●	●	●	●								
c. Recognize sequential order			●●									
d. Recognize cause/effect relationships		●	●									

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e. Recognize similarities and differences	●	●	●	●								
f. Recognize main idea	●	●	●	●								
<b>4. Determine important ideas and messages in informational texts</b>												
a. Identify the text's purpose	●	●	●	●								
b. Identify main ideas/messages	●	●	●	●								
c. Distinguish between a fact and an opinion	●	●	●	●								
d. Retell important facts from a text	●●	●●	●●	●●								
e. Identify how someone might use the text	●●	●●	●●	●●								
f. Identify prior knowledge that clarifies the main idea of the text	●	●	●●	●								
<b>5. Identify and explain the author's use of language</b>												
a. Recognize specific punctuation that create tone												
<b>6. Read critically to evaluate informational text</b>												
a. State whether the text fulfills the reading purpose	●	●	●	●								
b. Tell what the author could have done to make the text easier to understand												
c. Explain whether the author's ideas are clear												
d. Identify words that affect the reader's feelings												
<b>Literary-Standard 3.0 Comprehension of Literary Text</b> Students will read, comprehend, interpret, analyze, and evaluate literary texts.												
<b>A. Comprehension of Literary Text</b>												
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>												

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a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities												
b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)												
<b>2. Use text features to facilitate understanding of literary texts</b>												
a. Identify and explain how the title contributes to meaning												
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning												
<b>3. Use elements of narrative texts to facilitate understanding</b>												
a. Identify the elements of a story, including characters, setting, problem, and solution												
b. Identify and explain character traits and actions												
c. Sequence the important events												
<b>4. Use elements of poetry to facilitate understanding</b>												
a. Identify rhyme, rhythm, and repetition in poems read to them												
b. Summarize the events or tell the meaning of the poem												
<b>5. Use elements of drama to facilitate understanding</b>												
a. Identify the characters, dialogue, and scenery of a play read to them												
<b>6. Determine important ideas and messages in literary texts</b>												
a. Recognize the main idea												

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b. Recognize a similar message in more than one text												
c. Summarize the text by stating the main idea and sequencing the important events												
d. Identify personal connections to the text												
<b>7. Identify and describe the author's use of language</b>												
a. Identify language that appeals to the senses and feelings												
b. Identify repetition												
c. Identify specific words and punctuation that create tone												
<b>Writing-Standard 4.0 Writing</b> Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.												
<b>A. Writing</b>												
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>												
a. Generate ideas and topics and make a plan for writing	●●	●●	●●	●●								
b. Write a first draft with a main idea and supporting details	●●	●●	●●	●●								
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>												
a. Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs	●●	●●	●●	●●								
b. Contribute to a shared writing experience or topic of interest	●●	●●	●●	●●								
c. Use sensory details to expand ideas	●●	●	●	●								

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d. Use details that support a topic with a clear beginning, middle, and end to inform	●●	●●	●	●●								
e. Write persuasive text to support a stated opinion												
f. Write a variety of responses to text, such as response logs and journals	●	●	●	●								
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>												
a. Improve writing by * Maintaining a topic * Adding ideas	●	●	●	●								
b. Proofread and edit writing for * Capitalization at the beginning of sentences * Capitalization for names * Punctuation at the end of sentences * Accurate spelling of previously learned, high-frequency words	●	●	●	●								
c. Prepare writing for publication	●	●●	●	●								
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>												
a. Identify and use words to express feelings, such as happiness, anger, sadness, frustration												
b. Acquire and use new vocabulary	●●	●●	●●	●●								
<b>5. Use effective details, words, and figurative language in the student's own composing</b>												
a. Use descriptive words and other details to expand and improve student's own writing	●●●	●●	●●	●●								
<b>6. Use information from various sources to accomplish a purpose</b>												
a. Identify sources of information on a topic, such as trade books, classroom dictionaries, glossaries, indexes, maps, news magazines, etc.	●●	●●	●●	●●								

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b. Use graphic organizers, such as webs and story maps to organize information	●●	●●	●●	●●								
<b>Language-Standard 5.0 Controlling Language</b>												
Students will control language by applying the conventions of Standard English in speaking and writing.												
<b>A. Grammar</b>												
<b>1. Use grammar concepts and skills that strengthen oral and written language</b>												
a. Use various parts of speech, such as nouns, pronouns, and verbs	●	●	●	●								
b. Distinguish between complete and incomplete sentences	●	●	●	●								
c. Compose simple sentences using correct word order	●	●	●	●								
<b>B. Usage</b>												
<b>1. Recognize examples of conventional usage in personal and academic reading</b>												
<b>2. Comprehend and apply standard English in oral and written language</b>												
a. Recognize when subjects and verbs agree	●	●	●	●								
b. Recognize when personal nouns and pronouns agree	●	●	●	●								
<b>C. Mechanics</b>												
<b>1. Explain the purpose of mechanics to make and clarify meaning</b>												
<b>2. Comprehend and use basic punctuation and capitalization in written language</b>												
a. Consistently use end punctuation such as period, question mark, exclamation mark	●	●	●	●								
b. Use periods in numbered lists	●	●	●	●								
c. Use commas in dates and salutations and closings	●	●	●	●								
d. Use capital letters to begin sentences and identify proper nouns, such as names	●	●	●	●								

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<b>D. Spelling</b>												
<b>1. Apply conventional spelling in written language</b>												
a. Correctly spell several non-phonetic high frequency words	●	●	●	●								
b. Spell phonetically regular high frequency words	●	●	●	●								
c. Correctly spell grade level appropriate pattern words	●	●	●	●								
d. Spell two syllable words that follow regular spelling patterns, including compound words	●	●	●	●								
e. Encode words with simple blends	●	●	●	●								
f. Spell words with simple prefixes and inflectional endings	●	●	●	●								
g. Use temporary spelling to attempt unknown words	●	●	●	●								
h. Access resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries	●	●	●	●								
<b>E. Handwriting</b>												
<b>1. Produce writing that is legible to the audience</b>												
a. Form upper and lower case manuscript letters	●	●	●	●								
b. Control size and spacing of manuscript letters on appropriately lined paper	●	●	●	●								
c. Use manuscript in daily assignments to build accuracy and automaticity	●	●	●	●								
<b>Listening-Standard 6.0 Listening</b>												
Students will demonstrate effective listening to learn, process, and analyze information.												
<b>A. Listening</b>												
<b>1. Demonstrate active listening strategies</b>												

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	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Attend to the speaker	●●	●●	●●	●●								
b. Respond appropriately to clarify and understand	●●	●●	●●	●●								
<b>2. Comprehend and analyze what is heard</b>												
a. Determine a speaker's general purpose	●	●	●	●								
b. Identify rhythms and patterns of language, including rhyme and repetition												
c. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge.	●●	●●	●●	●●								
d. Follow a set of multi-step directions	●●	●●	●●	●●								
e. Listen carefully to expand and enrich vocabulary	●●	●●	●●	●●								
f. Make judgments based on information from the speaker	●	●	●	●								
<b>Speaking-Standard 7.0 Speaking</b> Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.												
<b>A. Speaking</b>												
<b>1. Use organization and delivery strategies</b>												
a. Speak clearly enough to be heard and understood in a variety of settings	●●	●●	●●	●●								
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	●●	●	●	●								
<b>2. Make oral presentations</b>												
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	●●											
b. State a position and support it with reasons	●●											
c. Use props when appropriate	●●											

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.