

# First Grade Language Arts

## READING

***Word Recognition, Word Study, and Fluency: Automatically recognize frequently encountered words in and out of context, use strategies and cues to identify unknown words, and construct meaning.***

- Demonstrate phonemic awareness, by sound blending and deletion and recognize that words carry meaning.
- Associate letters and sounds, use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, and digraphs *th, ch, sh*.
- Make progress in automatically recognizing and understanding the 220 Dolch basic sight words and 95 common nouns.
- Use strategies and cues (meaning, structure, and visual) to identify unknown words and construct meaning by using initial letters/sounds, patterns of language, picture cues, and applying context cues to select between alternative meanings.
- Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
- Read aloud unfamiliar text with minimum of 90% accuracy in word recognition at an independent reading level.

***Narrative Text and Informational Text: Identify and respond to the basic form and purpose of a variety of narrative genre (realistic fiction, fantasy, and folktales) and informational genre (how-to books, science, and social studies magazines).***

- Recognize how various cultures and heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
- Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).
- Identify how authors/illustrators use illustrations to support story elements, transitional words (*before, after, now*), headings, titles, labeled photographs, and illustrations to enhance key and supporting ideas.
- Respond to individual and multiple texts by finding supporting evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- Discuss informational text patterns (descriptive, sequential, numbered).

***Comprehension, Metacognition, Critical Thinking, and Reading Attitude: Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.***

- Make connections (text-to-self, text-to-text) and comparisons by activating prior knowledge, connecting personal and academic knowledge and experience to the ideas in the text through oral and written responses.
- Retell in sequence up to three important ideas and details of familiar simple oral and written text.
- Compare and contrast relationships among characters, events, and key ideas within and across texts by mapping story elements using graphic organizers and asking questions while reading.
- Self-monitor comprehension by making credible predictions, asking questions and using graphic organizers.
- Develop and discuss shared standards, begin to assess the quality and accuracy of student's own writing and the writing of others with teacher guidance. (R.CS.01.01)
- Do substantial reading and writing during free time in school and at home.

## WRITING

***Writing Genre, Writing Process, and Personal Style: Use the writing process to create original written text in a variety of genres including a research question, personal narrative, poetry, and informational text.***

- Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.
- Using a teacher selected topic, create a research question, gather information, organize information using descriptive, or sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance central ideas and to develop a project.
- Brainstorm with teacher support to set a purpose, consider audience, and use graphic organizers.
- Draft ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings.
- Attempt to revise based on reading it aloud to clarify meaning for audience.
- Attempt to proofread and edit using word wall and class developed checklist.
- Develop personal style in oral, written, and visual messages in both narrative and informational writing.
- Correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.
- Correctly spell frequently encountered one-syllable words from common word families.
- Use letter/sound, rimes, word walls, and word lists to spell less frequently encountered words.
- Be excited about writing.

***Handwriting: Legibly write letters and words using manuscript letters.***

## SPEAKING

***Speaking: Use common grammatical structures correctly to communicate with a variety of audiences and for different purposes.***

- Use singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships.
- Make requests, solve problems, look for solutions, construct relationships, and express courtesies.
- Engage in meaningful conversations while maintaining focus on subject matter, with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.
- Tell or retell familiar stories, using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.
- Respond to multiple text types by reflecting, making meaning, and making connections.
- Plan and deliver presentations using an informational organizational pattern providing several facts and details to make a point while maintaining appropriate posture and eye contact using a prop.

## LISTENING AND VIEWING

***Listening and Viewing: Select, listen to, or view knowledgeably, and respond thoughtfully (discussing, illustrating, writing) to spoken or written communication from a variety of media.***

- Understand, restate, and follow two-step directions.
- Demonstrate appropriate audience behaviors and ask relevant questions.
- Begin to evaluate messages, understanding how the source of the message affects the receiver's response.