

Reading: Students read a wide variety of text with understanding and fluency.

| |
|--------------------|
| FIRST GRADE |
|--------------------|

1. A, B Apply word analysis, vocabulary skills and understanding of print concepts to read and comprehend selections and improve fluency.

I. Apply understanding of concepts about print, including:

1. Book orientation
2. First and last
3. One-to-one matching
4. Concept of letter, word, sentence
5. Tracking (left to right, top to bottom)
6. Picture/text relationships
7. Punctuation
8. Capital/Lower case correspondence

II. Use phonemic awareness

1. Demonstrate phonological awareness of sounds (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) in words.
6. Demonstrate phonemic awareness by rhyming, blending, segmenting, deleting or substituting phonemes in words.

III. Use phonics

1. Recognize and use upper and lower case letters and letter sound relationships.
2. Use phonics to decode simple words in age-appropriate materials.
3. Use appropriate strategies of decoding (e.g., phonics, word patterns) to recognize unknown words when reading new material.

IV. Read fluently

1. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.

V. Apply word recognition and vocabulary skills

1. Recognize first 100 high frequency Fry sight words.
2. Recognize environmental print.
3. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.

1. B, C Apply reading strategies and comprehension skills to construct meaning.

2. A Understand how literary elements and techniques are used to convey meaning.

2. B Read and interpret a variety of literary works.

Reading strategies:

I. Predict/Infer

1. Make predictions before reading and relate to personal experiences.
2. Use information in illustrations or text to make predictions.
3. Use text provided in functional classroom messages to obtain information.
4. Respond appropriately to texts representing life skills (e.g., classroom labels, signs, symbols).

II. Make connections/Use schema

1. Discuss prior knowledge of topics and relate to the text before reading (text to self).
2. Make simple connections from the story to events or people in their own lives (text to self).
3. Discuss and compare several books on the same topic or by same author (text to text).
4. Identify and compare characters, settings, and/or events in stories and/or pictures.
5. Create and define mental images.

Reading strategies (cont'd):

III. Ask Questions

1. Recognize that questions can be used to gain information.
2. Create illustrations to answer questions about a story.
3. Ask questions to clarify understanding before, during and after reading.
4. Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension.
5. Begin to predict and confirm questions characters in stories might ask.

IV. Monitor and Clarify

1. Begin to check for understanding (e.g., reread, read ahead, use illustrations, context clues) during reading.
2. Recognize when understanding requires rereading to clarify meaning.
3. Begin to recognize miscues that interfere with meaning and use self-correcting strategies.

IV. Summarize and Synthesize

1. Re-enact and retell stories, songs, poems, plays and other literary works.
2. Tell a story with a beginning, middle, and an end.
3. Recognize and discuss structure of story in sequential order.
4. Summarize or retell information read or heard from a broad range of reading material.
5. Summarize information found in illustrations, charts and other graphics.

V. Determine Importance

1. State the facts and details of text during and after reading.

Comprehension skills:

I. Choose just-right books

1. Select books appropriate to reading levels or interests.
2. Investigate self-selected/teacher-selected literature from a variety of cultures and genres.

II. Understand text features and genre

1. Distinguish between fiction and nonfiction.
2. Distinguish between poetry and prose.
3. Develop familiarity with poetry.
4. Recognize and understand story elements in narrative.
5. Begin to recognize that prose is written in sentences and organized in paragraphs.

Writing: Students write to communicate for a variety of purposes.

FIRST GRADE

Write successfully in a variety of forms.

Penmanship

Correctly form and combine: manuscript letters, numbers.

Writing Format

Poetry

Expository: description of process, informational text

Narrative: journal, friendly letter, personal writing

Persuasive

Implement the process of writing from the generation of ideas to publication.

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies
- Drafting
- Revising
- Proofreading
- Publishing

Compose well-organized and coherent writing for specific purposes and audiences that demonstrate:

Focus

- Introduce and maintain topic/position; use topic sentence (E/P)
- Begin to introduce characters, feelings, and setting (N)
- Closing is present orally or in writing

Organization – 1 to 2 Paragraphs

- Organize ideas into beginning, middle, and end (N)
- Begin to use time order transition (N)
- Include topic in introduction (E/P)
- Use transition words between paragraphs

Elaboration/Support

- Use specific detail (E/P)
- Begin to use second order support (E/P)
- Begin to include feelings and reactions (N)

Voice

- Expand simple sentences with descriptive words

Use conventions of the English language, including:

Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives
- Sentence parts: subject/predicate
- Subject/verb agreement
- Verbs: action, helping, linking, regular/irregular
- Verb tenses

Spelling

- Vowels: long vowel patterns, short vowels, r-controlled vowels
- Contractions
- Phonograms
- Special patterns (i.e., ight, ough, etc.) in Units 1-10

Use conventions of the English language, including:

Capitalization

- Proper noun
- Sentence
- Titles

Communication: Students listen and speak effectively in a variety of situations

| |
|-------------|
| FIRST GRADE |
|-------------|

Listen effectively in formal and informal situations.

- Ask and answer questions
- Follow and restate directions
- Listen for poetic language (rhyme)
- Use non-verbal communication
- Analyze/Evaluate the intent and content of the speaker's message
- Respond to speaker
- Participate in group discussions

Speak effectively using language appropriate to the situation and audience.

- Ask and answer questions
- Describe ideas and feelings
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language
- Read orally
- Summarize/retell stories
- Use appropriate vocabulary for audience

Research: Students use language to acquire, assess, and communicate information.

| |
|-------------|
| FIRST GRADE |
|-------------|

Use information from various sources to answer questions, solve problems, and communicate ideas.

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information

Resources

- Use charts, graphs, and diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Use a dictionary/glossary
- Gather information from visual images

Analyze and evaluate information acquired from various sources.

- Compare visual and written material on the same subject
- View/discuss culturally rich materials
- Develop the ability to view critically

Apply acquired information, concepts, and ideas to communicate in a variety of formats.

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation