

English/Language Arts First Grade

Program Goal:

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

Grade Level Goal:

Reading:

All learners will use word attack skills and comprehension strategies to construct meaning from a variety of literary genres in order to become fluent readers and appreciate the rich diversity of our society.

Writing:

In first grade, students continue to learn and develop neat, legible handwriting. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they use these skills to put their ideas and thoughts on paper. Students should write everyday for real purposes: letters, notes, sign, labels and stories. In first grade, students concentrate on writing a complete simple sentence, using basic conventions. They also begin to revise and edit selected pieces of their writing.

Oral Communication:

In first grade, oral language skills are taught and reinforced throughout the year across the content areas. Students also begin to use their oral language skills to gain and explain information.

Content Criteria:

(Vowel patterns will be listed by their acronyms. The interpretation is:

vc - vowel/consonant; cvc - consonant/vowel/consonant; cv -
consonant/vowel; cvcc - consonant/vowel/consonant/consonant; cvvc -
consonant/vowel/vowel/consonant)

Reading – Decoding/Spelling

- The learner will learn and use word attack skills to decode and encode words.
- The learner will use concepts of print to gain meaning from text.

Reading – Comprehension

- The learner will learn and use a variety of comprehension strategies to construct meaning from various literary genres.

Reading – Fluency

- The learner will develop oral reading fluency through whole group, small group, partner and individual reading activities.

Reading – Vocabulary

- The learner will identify grade level sight words and increase spoken and written vocabulary.

Reading – Cultural Awareness

- The learner will read, listen to and demonstrate an appreciation for a variety of literary forms encompassing a multitude of cultures and disabilities.

Writing – Handwriting

- The learner will form letters correctly based on an appropriate handwriting model.
- The learner will use appropriate spaces between letters and words.

Writing – Spelling

- The learner will associate sound/symbol relationships through invented spelling in daily writing projects.
- The learner will spell high frequency words correctly.
- The learner will recognize and use spelling patterns.

Writing – Grammar

- The learner will use upper and lower cases appropriately.
- The learner will apply the rules of grammar to construct sentences correctly.

Writing - Composition

- The learner will use the writing process to create various types of written text.

Oral Communication - Listening:

- The learner will hear, understand, and respond to orally transmitted messages.

Oral Communication - Speaking:

- The learner will verbally transmit messages that are effectively delivered to, as well as understood by the receiver.

Instructional Criteria:

1. Students will participate in multi-sensory language arts activities (using letter tiles, letter cubes, actions, chants, songs, etc.)
2. Students will participate in daily reading activities.
3. Students will participate in daily writing activities.
4. Students will participate in daily oral language activities.
5. Students will work cooperatively and independently (whole group, small group, partner, individual).
6. Students will demonstrate a variety of comprehension strategies.
7. Students will demonstrate a variety of word attack skills.
8. Students will apply the rules of grammar to construct sentences correctly.
9. Students will write neatly and effectively.
10. Students will apply previously learned spelling rules and patterns in daily writing.
11. Students will write with focus and proper sequencing.
12. Students will ask and answer questions appropriately.
13. Students will use appropriate research tools (library, internet, dictionary).
14. Students will create and share a simple report.

Scope:

Reading: Decoding/Spelling

I. Phonological Awareness:

- A. Rhyme
- B. Segmenting
- C. Blending
- D. Onset and rhyme
- E. Isolating sounds (beginning, middle, and end)
- F. Identifying sounds (same/different) and manipulating sound to make new words
- G. Separate the sounds in words
- H. Blend separate phonemes to make words
- I. Recognize and decode syllables using:
 - 1. Vowel patterns (vc, cvc, cv, cvcc, cvvc), diphthongs, vowel teams (ai, ay, oa, oe, ow (snow), ee, ea, oi, oy, ou, ow (cow), oo, and ie), r-controlled vowels, and y as a vowel.
 - 2. Consonants, consonant blends, and digraphs (ch, sh, th, wh, -ck, -tch)
 - 3. Onsets and rhymes to create word families
- J. Hard and soft c and g

II. Concepts of print:

- A. Reinforce identifying capital and lowercase letters
- B. Reinforce tracking print (left to right and top to bottom)
- C. Reinforce return sweep
- D. Book parts - title page, index, glossary, table of contents
- E. Differentiate between letters, words, and sentences
- F. Recognizing space between words in sentences
- G. Reinforce that a sentence starts with a capital letter and ends with a period, question mark or exclamation point.
- H. Name capital letters in sentences
- I. Name periods, question marks, and exclamation points, and quotation marks

- J. Common contractions: 's, n't, 'll, 've, 're
- K. Compound words
- L. Identify base word
- M. Word endings: -ed, -ing, -er, -s, or -es
- N. Use phonetic strategies to self-correct reading when meaning breaks down
- O. Use invented spelling/phonics based knowledge to spell independently when necessary
- P. Apply previously learned spelling rules to spell phonetic words correctly

Reading – Comprehension:

- A. Preview the reading material by looking at the book's cover, illustrations and reading titles and headings
- B. Differentiate between fiction and nonfiction texts
- C. Use knowledge of the story or topic and pictures to make predictions about vocabulary, word choice, and text
- D. Use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide their reading
- E. Reread and self-correct when text does not make sense
- F. Monitor their reading for meaning
- G. Draw on prior knowledge and developing comprehension of the selection to make predictions before and during reading, revising predictions when necessary
- H. Use knowledge from their own experience to make sense of and talk about a text
- I. Identify characters, setting, problem and solution.
- J. Answer simple who, what, where, when, why, and how questions about a selection
- K. Retell the story in their own words
 - 1. Using graphic organizers such as venn diagrams, story maps, story webs and cloze activities
 - 2. Using: drawings, readers theater, flannel boards, plays, journal/written response, book clubs, literature circles, etc.

- L. Identify the theme or main idea of a short fiction or nonfiction selection
- M. Extend the story orally or with drawings

- N. All students are expected to:
 - 1. Describe the causes and effects of specific events
 - 2. Read aloud with accuracy and comprehension an appropriately leveled text
 - 3. Make connections of text to self, text to text, and text to world.

Reading – Fluency

- A. Read aloud to develop accuracy and fluency
- B. Engage in various read-aloud activities such as echo reading, choral reading, chanting, and readers' theater
- C. Read a variety of self-selected and teacher-selected stories, poems, and informational texts aloud
- D. Use expression and intonation to convey meaning when reading aloud
- E. Use intonation, pauses, and emphasis that signal the structure of the sentence and awareness of punctuation
- F. Self- correct when necessary, using a variety of appropriate strategies
- G. Participate in reading activities in a variety of grouping possibilities:
 - 1. Whole group
 - 2. Small group
 - 3. Partner
 - 4. Individual

Reading – Vocabulary

- A. Use syntactic and semantic cues to determine the meaning of unfamiliar words.
- B. Use context clues, mental pictures, and questioning to determine the meaning of words and phrases.

- C. Hear multiple pieces of texts; read aloud every day (for example, poems, letters, instructions, newspaper or magazine articles, dramatic scripts, chapter books, songs, brochures)
- D. Talk about words and word meanings as they are encountered in stories, poems, conversations
- E. Learn and use new words encountered in discussions, books that are read aloud, and classroom reading selections
- F. Increase vocabulary using glossaries, indexes, and picture dictionaries
- G. Automatically recognize at least 100 high frequency printed words

Reading – Cultural Awareness:

Read and have read aloud texts relating to different cultures, family structures and disabilities.

Writing – Handwriting:

- A. Use standard letter and number formation.
- B. Space letters appropriately within words and words appropriately in sentences

Writing – Spelling:

- A. Sound out words in order to spell them phonetically
- B. Learn to spell high frequency words correctly.
- C. Use environmental print and resources in order to spell words, such as word wall, labeling, bulletin boards, word banks, and dictionaries.
- D. Be able to recognize and apply learned spelling patterns such as word families, vowel patterns, etc.
- E. Alphabetize words to the first letter.

Writing – Grammar:

- A. Recognize a complete sentence.
- B. Distinguish between asking and telling sentences.

- C. Use capital letters where appropriate (beginning of sentence, days of the week, months, names, and personal pronoun "I")
- D. Use end punctuation correctly.
- E. Demonstrate an awareness of comma, apostrophe, and quotation marks.
- F. Be familiar with sentence parts (noun/naming part and verb/action word)
- G. Be aware of common abbreviations, such as Dr., Mrs., Mr., and Fr.
- H. Demonstrate an awareness of conventions, such as contractions, compound words and possessives
- I. Demonstrate an awareness of subject/verb agreement.

Writing - Composition:

- A. Use written expression (progression from pictures to words to complete sentences.)
- B. Participate in teacher-directed brainstorming activities.
- C. Participate in teacher-directed pre-writing strategies, such as webbing, clustering, and semantic mapping to organize ideas.
- D. Write in complete sentences.
- E. Write multiple sentences that focus on one topic.
- F. Participate in the writing process (prewriting, writing, revising, editing and publishing.)
- G. Write simple stories using beginning, middle, and end.
- H. Use familiar writing forms including lists, letters, stories, reports, messages, and poems.
- I. Share writing with others (partners, small groups, and whole groups).
- J. Use research tools to create a simple report.

Oral Communication - Listening

- A. Demonstrate listening conventions:
 - 1. Establish eye contact
 - 2. Sit or stand appropriately as the situation requires
 - 3. Give attention to speaker
 - 4. Respect the opinions of others

5. Follow rules for conversations, including listening and taking turns
- B. Listen attentively to a variety of mediums/speakers
- C. Follow verbal directions

Oral Communication – Speaking

- A. Use voice level, phrasing, sentence structure, and intonation appropriate for the setting.
- B. Share ideas and thoughts with others
- C. Take appropriate turns in group and peer dialogue.
- D. Contribute to class discussions
- E. Ask appropriate questions and give relevant answers (stay on topic)
- F. Tell and retell stories and events in logical order by:
 1. Retelling stories orally and through informal drama
 2. Dictating retelling of stories
 3. Creating their own stories, poems, plays, and songs
 4. Indicating first, next, and last events in a story
- G. Greet others (guest, principal, priest, teacher, parents) appropriately in the hallway or as they enter the classroom.
- H. Use research tools to create a simple report.

Textbook Recommendation: **MacMillen/McGraw-Hill**

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