

# LANGUAGE ARTS CURRICULUM

## FIRST GRADE

### Goal

First grade is devoted largely to learning to read. As a result, students will become independent readers by the end of the school year.

The first grade student should be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and read familiar selections aloud with fluency and expression. Understanding the main idea and sequencing the events of a story are important comprehension skills that will be applied to all subject areas.

First grade students will learn from reading authentic literature, such as fiction, non-fiction, and poetry. The language arts curriculum will encourage children to actively participate as members of the community of readers and writers.

### Reading

- 1. Reading Readiness – The student will develop book and print awareness.**
  - a. Match oral words to printed words.
  - b. Identify letters, words, and sentences.
  
- 2. Phonemic Awareness – The student will develop phonemic awareness and knowledge of the alphabetic principle.**
  - a. Count the syllables in a word.
  - b. Blend the phonemes (sounds) to make word parts and words.
  - c. Add, or delete, phonemes (sounds) orally to change syllables, or words.  
Change the beginning, middle, and ending sounds to produce new words.
  - d. Create rhyming words orally.
  
- 3. Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills.**
  - a. Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
  - b. Recognize many high frequency and/or common irregularly spelled words in text (e.g. have, said).

- c. Use knowledge of sentence structure and word order (syntax) to confirm accurate decoding, or to self-correct errors.
  - d. Use visual information, such as initial consonants, blends, vowel patterns, and inflectional endings to decode unfamiliar words.
- 4. Phonics – The student will apply phonetic principles to read.**
- a. Use beginning and ending consonants in decoding single-syllable words.
  - b. Use vowel sounds in decoding single-syllable words.
  - c. Blend beginning, middle, and ending sounds to recognize and read words.
  - d. Use word patterns.
- 5. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**
- a. Read and comprehend both narrative and expository text appropriate for grade one.
  - b. Predict and explain what will happen next in stories.
  - c. Use picture clues to complete passages.
  - d. Respond and elaborate in answering what, when, where, and how questions.
  - e. Read and understand simple instructions.
  - f. Relate prior knowledge to textual information.
  - g. Dramatize, illustrate, and retell major events of a story in sequence.
- 6. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.**
- a. Demonstrate familiarity with a variety of texts (e.g. storybooks, magazines, and everyday print, such as signs, labels, and poems).
  - b. Describe the role of illustrators.
  - c. Retell stories and events using beginning, middle, and end.
  - d. Identify main characters, setting, problems, main events, and solutions in stories.
  - e. Identify simple cause and effect relationships.
  - f. Make simple inferences and draw conclusions about possible outcomes.
  - g. Discriminate between realism and fantasy.
- 7. Vocabulary – The student will use new vocabulary in speech and writing.**
- a. Use preparation strategies to anticipate vocabulary of a text.
  - b. Create and use rhyming words.
  - c. Read sight words from an appropriate word list (e.g. Dolch) fluently.
  - d. Use context clues to gain meaning of unfamiliar words.
  - e. Identify and use multiple meaning words.
  - f. Identify and use compound words.

## **Listening and Speaking**

- 1. Listening – The student will listen and respond to oral communication.**
  - a. Follow two- and three- step oral directions.
  - b. Ask questions for clarification and understanding.
  - c. Use appropriate volume and tone of voice when interacting with others.
  - d. Follow simple rules for conversation (e.g. taking turns, staying on topic).
  - e. Listen to stories read aloud.
  - f. Tell/retell stories in a logical order of sequence.
  - g. Participate in a variety of oral language activities (e.g. role playing, choral speaking).
  
- 2. Speaking – The student will speak in clear and coherent sentences.**
  - a. Recognize and demonstrate the importance of listening attentively.
  - b. Ask questions for clarification and understanding.
  - c. Summarize what others say with courtesy and respect.

## **Grammar and Usage**

- 1. Grammar and Usage – The student will develop a command of standard English conventions appropriate to first grade.**
  - a. Identify and correctly use contractions (e.g. isn't, aren't, can't, won't) and singular and possessive pronouns (e.g. my/mine, his/her, your/yours).
  - b. Define noun. Give examples of nouns.
  - c. Identify and correctly use singular and plural nouns.
  - d. Differentiate between common and proper nouns.
  - e. Define verb. Give examples of verbs.
  - f. Recognize double negatives.
  - g. Recognize a complete sentence.
  
- 2. Capitalization – The student will capitalize correctly.**
  - a. Capitalize the first word in a sentence and the pronoun "I".
  - b. Capitalize the months of the year and the proper nouns (e.g. days of the week, names of people).
  
- 3. Punctuation – The student will use correct punctuation.**
  - a. Use a period, exclamation point, or question mark at the end of sentences.
  - b. Recognize when it is appropriate to use a comma.
  
- 4. Spelling – The student will develop spelling strategies and skills.**
  - a. Spell three- and four-letter short-vowel words.
  - b. Spell grade-level appropriate sight words correctly.
  - c. Alphabetize words to the first letter.

## Writing

- 1. Handwriting – The student will develop handwriting skills.**
  - a. Use directionality (e.g. left/right, top/bottom, up/down).
  - b. Use dominant hand with correct paper position.
  - c. Hold pencil correctly.
  - d. Use appropriate stroke formation.
  - e. Write upper/lower case letters correctly.
  - f. Demonstrate uniformity in writing and spacing letters, words, and sentences.
  
- 2. Composition – The student will develop writing skills.**
  - a. Write complete sentences for a specific purpose.
  - b. Participate in prewriting activities such as brainstorming, webbing, and story starters.
  - c. Use the writing process to create short stories, paragraphs, and poems.
  - d. Use descriptive words and a variety of sentence types.
  - e. Use writing to demonstrate understanding of various topics (e.g. science, math).
  - f. Edit for understanding and meaning.
  - g. Generate and communicate ideas in a well-organized and clearly written text.

## Information and Research

- 1. Reference – The student will locate and become familiar with reference sources (e.g. dictionary, glossary, encyclopedia).**
  - a. Interpret information on graphic sources (e.g. charts, tables, graphs, lists, schedules).
  - b. Identify the author, illustrator, and title. Be familiar with the location of the table of contents glossary and index.
  - c. Use a picture dictionary to gain information.