

First Grade Curriculum Guide for Parents English Language Arts

By the end of grade 1, students who are making adequate progress in the area of English Language Arts will be able to:

Reading

1. Phonemic Awareness

- Identify and produce rhyming words
- Count syllables in a word

2. Decode Words

- Identify and produce sounds of consonants and short and long vowels
- Blend sounds in order to decode unfamiliar, but decodable, grade-level words
- Read words within common word families by blending the onset /s/ with the rhyme /it/ in grade-level words /sit/
- Decode grade-level words by using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compound words
- Check accuracy of decoding by using the meaning of the story to monitor and self-correct

3. Print Awareness

- Identify book parts and their purposes including identification of author, illustrator, title page, table of contents and chapter headings

4. Fluency

- Automatically read grade-level high frequency words
- Use punctuation cues to read text with appropriate speed, accuracy and expression
- Read grade-level texts with appropriate speed, accuracy and expression

5. Background knowledge and vocabulary development

- Understand antonyms, synonyms, and homonyms, and use knowledge to learn new grade-level vocabulary
- Understand root words, prefixes, suffixes, verb endings and plurals, and use knowledge to learn new grade-level vocabulary
- Learn new words and their meaning indirectly from reading books and other print sources
- Use prior knowledge (experiences, books read) to understand and connect words and ideas in books

6. Comprehension strategies

- Read grade-level text for different purposes
- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
- Use graphic organizers to organize and categorize information
- Ask questions in response to text
- Read and follow simple written directions
- Summarize main ideas from informational texts
- Sequence events when retelling stories
- Use own perspectives, opinions and prior knowledge to comprehend text

Motivation to Read

- Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poetry and informational text
- Read voluntarily
- Show familiarity with titles and authors

Writing

1. Spelling

- Use letter-sound knowledge to sound spell (temporary/invented spelling) when needed
- Represent most sounds when writing in temporary (invented) spelling
- Use conventional spelling to spell high-frequency words
- Use knowledge of word families to write other words (e.g. if the child can write *cat* then he/she should be able to write *pat*)

- Understand the difference between conventional and temporary spelling
- 2. Handwriting**
- Write legibly
 - Use both uppercase and lowercase manuscript letters
- 3. Composition**
- Write stories and informational text that establish a topic and use words to support the topic
 - Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
 - Use capitalization and punctuation to begin and end sentences
 - Write for different purposes—including illustrations, text and other graphics

Listening

- Listen attentively to spoken language; including books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting others
- Attend to a listening activity for a specified period of time

Speaking

- Use grade-level vocabulary and conventional grammar in own speech
- Speak for different purposes (e.g. share ideas or information, retell a story, dramatize an experience or event)
- Speak in an appropriate voice level
- Take turns in conversation or speaking in a group
- Respond appropriately to what others are saying