

# ELA ECC's First Grade

## Reading

### Print Awareness

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

### Decoding: Including Phonics and Structural Analysis

- Identify and produce letter-sound correspondences, including consonants and short and long vowels
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words
- Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (*s-it*, *s-at*)
- Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds
- Check accuracy of decoding using context to monitor and self-correct

### Phonemic Awareness

- Count the number of syllables in a word
- Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words
- Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

### Fluency

- Sight-read grade-level high-frequency words (Word List 2 and 3 from Shenendehowa's ELP)
- Use punctuation clues to read connected text with expression, accuracy and fluency
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression

### Background Knowledge and Vocabulary Development

- Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- Study categories of words to learn grade-level vocabulary
- Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- Connect words and ideas in books to prior knowledge
- Learn new words indirectly from reading books and other print sources
- Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts
- Use a dictionary to learn the meanings of words

### Comprehension Strategies

- Read grade-level texts for different purposes

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- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
- Work cooperatively with peers to comprehend text
- Use graphic organizers to categorize and organize information
- Ask questions in response to texts
- Answer simple questions in response to texts
- Sequence events in retelling stories
- Summarize main ideas from informational texts
- Follow simple written instructions
- Use perspectives and opinions to comprehend text

## Writing

### Composition

- Write stories and informational text that establish a topic and use words that can be understood by others
- Write compositions, beginning to use the writing process
- Use conventional capitalization and punctuation to begin and end sentences
- Write compositions for different purposes and include text, illustrations, and other graphics

### Spelling/Handwriting

- Use developing knowledge of letter-sound correspondence to spell independently
- Use conventional spelling to spell some common or familiar words
- Represent most phonemes in invented spelling
- Spell correctly three- and four-letter short vowel words
- Understand the difference between conventional spelling and sound or invented spelling
- Write legibly most uppercase and lowercase manuscript letters
- Write letters legibly when dictated

## Listening

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

## Speaking

- Use grade-level vocabulary and conventional grammar in own speech
- Speak for different purposes
- Speak audibly
- Speak with speed and expression appropriate for the purpose
- Take turns speaking in a group
- Respond appropriately to what others are saying